

A National Survey of the Religious Preferences of Students in American Colleges and Universities, 1936-1937.*

BY GOULD WICKEY

WHAT effect has college on the religious attitudes of students? Are American students refusing to be affiliated with the churches? Just how many students with religious preferences are there in state colleges and universities? Does much difference exist between the religious attitude of students in church-related colleges and those in state and private educational institutions? Are the churches sending their youth to colleges in proportion to their numerical strength? Are the schools interested in securing data on the religious preferences of their students?

I. THE INQUIRY AND RETURNS

These and other questions are now answered in a national survey of the religious preferences of students in the colleges and universities of America, as authorized by the Council of Church Boards of Education. The inquiry blank listed the following religious groups: Seven Day Adventists, Baptist, Seven Day Baptist, Church of the Brethren, Roman Catholic, Christian-Congregational, Christian Science, Church of God, Disciples of Christ, Protestant Episcopal, Evangelical, Evangelical-Reformed, Friends-Quakers, Hebrew, Latter Day Saints, Lutheran, Mennonite, Methodist, Moravian, Presbyterian, Reformed, Unitarian, United Brethren in Christ, Universalist. Other groups were to be included under the caption "others." Two other items were: "No Preference" and "No Information." The blank gave opportunity for listing the religious preferences of both the students and the faculty.

* The author is deeply grateful for the painstaking labors of Miss Ella Engel and Miss Rae Bailey of the office staff in the securing and tabulation of the data.

The information was sought from 1458 educational institutions, including state and municipal, independent, Protestant and Catholic; the four year and the junior colleges. Of this number 1171, or 80.3%, returned usable data; 169, or 11.6%, reported no data available or illegal to inquire; and only 118, or 8.1%, neglected or refused to make a return. In other words, 1340, or 91.9%, of the colleges and universities in America replied to the inquiry. *For this splendid cooperation on the part of the college and university officials, the Council of Church Boards of Education is deeply grateful.*

TABLE 1
INSTITUTIONAL TYPES REPRESENTED BY RETURNED QUESTIONNAIRES

	Number Schools	Report- ing Data	No Data Avail- able	Illegal to Inquire	Not Report- ing
STATE AND MUNICIPAL					
—Four-year	296	232	36	18	10
—Junior	231	119	63	6	43
Total	527	351	99	24	53
INDEPENDENT					
—Four-year	109	89	11		9
—Junior	111	64	23		24
Total	220	153	34		33
PROTESTANT					
—Four-year	369	356	4		9
—Junior	149	137	4		8
Total	518	493	8		17
CATHOLIC					
—Four-year	147	138	2		7
—Junior	46	36	2		8
Total	193	174	4		15
Grand Totals	1458	1171	145	24	118

At no time in the history of American education has a study of such magnitude in this field been effected. Ten years ago, Dr. O. D. Foster sought information from 180 primarily state colleges, universities and normal schools, of which 150 replied. In 1929-30, Dr. Raymond H. Leach gathered similar data from 98 publicly controlled colleges and universities. And in 1930-31, under

the authority of the Association of American Colleges, Mr. A. M. Palmer released figures of the denominational preferences of students in 95 small liberal arts colleges.

In percentages the returns were from 95.1% of the Protestant, 90.2% of the Catholic, 69.5% of the Independent, and 66.6% of the State educational institutions. With regard to "No Data Available" the percentages are 1.5% of the Protestant, 2% of the Catholic, 15% of the Independent, and 19% of the State. In the column designated, "Not Reporting or Replying," were 3% of the Protestant schools, 8% of the Catholic, 10% of the State, and 15% of the Independent. While we would expect the state and independent schools not to be responsive to the request, there appears no reason why any church-related college would be indifferent to such a study.

Twenty-four institutions in nine states reported it was illegal either by legislative enactment or charter statement to inquire into the religious preferences of students. Several institutions released data only on condition that it would not be made public, except to individual church boards of education who may be interested in religious work among students at such institutions. It is for this reason that the tables will show the situation by states and types of institutions rather than by individual schools. The data for any one or group of institutions will be furnished by the office of the Council of Church Boards of Education to the church authorities requesting it.

The returns on the religious preferences of faculty members were not satisfactory for the country as a whole. It may be that detailed study will show worthwhile data from certain groups and certain areas which may be released in due time.

II. THE FIGURES TELL A STORY

While it is our purpose to allow the figures to tell their own story, some comment on the tables which follow may be desirable.

Table 2 shows the denominational preferences by states according to both the four-year and the two-year (junior) colleges. The junior college have had a remarkable development in the past twenty years, although retarded greatly during the past five years. The church boards of education will be interested to learn

the number of their students who are attending this type of school. For the country as a whole, it appears that one-ninth of the students are attending junior colleges. For some of the smaller denominations, one-third of their students are in junior colleges.

Tables 3, 4, 5, and 6 show the denominational preferences by states in state, independent, Protestant and Catholic schools, respectively. These exhibits are valuable to indicate in any one state the type of school which is being selected by the youth of any one denomination. Some churches will be surprised to learn that in some states, even where they have a college, more of their students are attending the schools of other denominations than attend their own church college. And of course still larger numbers are attending the state and municipal colleges and universities. Table 7 exhibits similar information with the data on the types of schools further broken down between the four-year and the junior or two-year schools.

III. SOME OBSERVATIONS

1. *Cooperation between School and Church.* Often the Church is criticized for not being more interested in its youth at college. Generally there is ample grounds for such comments. On the other hand, in some institutions of higher education there is not the cooperation between the college and the church which might exist. For example, it is most difficult for any one denomination to be of religious service to its students if it cannot secure a list of their names from the offices of administration. Of the Independent schools, 15% and of the State and Municipal 19% reported that they did not have the information we sought. No doubt a large proportion of those who did not answer the inquiry had nothing to report.

The American Constitution separates the Church and the State, but not necessarily the school and the church, or education and religion. As noted above, twenty-four institutions in nine states reported it was illegal to inquire into the religious preferences of students. This office has had correspondence with an educational official in every state. That study shows that apparently only Iowa and Wisconsin have legislation which would prohibit seeking the religious preferences of the students. Experiences have

TABLE 4
DENOMINATIONAL PREFERENCE BY STATES IN INDEPENDENT SCHOOLS

	Adventist, 7 Day	Baptist	Baptist, 7 Day	Brethren	Catholic, Roman	Christian-Congregational	Christian Science	Church of God	Disciples of Christ	Episcopal, Protestant	Evangelical	Evangelical-Reformed	Friends-Quakers	Hebrew	Latter Day Saints	Lutheran	Methodist	Moravian	Presbyterian	Reformed	Unitarian	United Brethren	Universalist	Others	No Preference	No Information	Total		
ALABAMA	54				7	3	3			27				2	2		85		50								233		
ARIZONA	No such institutions																												
ARKANSAS	No data available																												
CALIFORNIA	26			2	110	104	76			200	3		6	38	4	20	1	83		133		9		2	77	141	16	1051	
COLORADO	6				12	4				4							22		12							10	7	77	
CONNECTICUT	80			3	598	558	81		3	1453	5		11	488	1	62	185	1	624	44	65	2	12	42	218	13	4550		
DELAWARE	No such institutions																												
DISTRICT OF COLUMBIA	15				29	18	9			111					24	6		40	1	65	4					2	2	390	
FLORIDA	221			2	183	32	30	2	24	112	1		3	117	24	1	379		102	3	4	1	2	40	18	209	1515		
GEORGIA	564				7	16	2	10		33			1	6		2	504		89	3	1					30	60	1823	
IDAHO	2				3	2				1					2	3		8		10							20	51	
ILLINOIS	247			8	422	401	124	2	93	457	24	14	19	540	25	146	6	618		646	29	14	9	16	105	165	1638	5770	
INDIANA	65	3		4	24	159	2	6		1	15		18		10	9	295	4	41	2		22			27	13	31	751	
IOWA	No such institutions																												
KANSAS	No such institutions																												
KENTUCKY	377			1	8	11	1	1		6	30		9	2		3		374	20	34	2		8			15	59	963	
LOUISIANA	255				850	54	61	1	3	493	44			380	1	77	2	421	1	404		16		1	39	97	36	3235	
MAINE	30				21	48	4			24				9		1		36		1	9		5	11	4	1	204		
MARYLAND	36			2	121	38	13	2	8	352	5	4	5	302		96		348		179	15	8	4	4	830	36	9	2417	
MASSACHUSETTS	445	2			3564	1504	242	1	9	2283	8	4	68	2483	49	161		715		1083	68	598	3	59	3494	286	519	17654	
MICHIGAN	49	3			74	66	10	5	1	42	18			6	1	33		187		65		1	2	1	15	165	760		
MINNESOTA	3				20	12	4			13	1					37		14		18							3	125	
MISSISSIPPI	10				13		10			47				6		2		48		71	2	29	5	49	644	651	4882		
MISSOURI	250				357	261	225		103	261	115		1	411	19	339	1	544		615									
MONTANA	No such institutions																												
NEBRASKA	No such institutions																												
NEVADA	No such institutions																												
NEW HAMPSHIRE	78				281	493	75			525			12	146		40		157	1	345	22	100	2	25	44	64	1	2412	
NEW JERSEY	60				334	107	45	2		813			18	82		55		114		669	57	18	4	3	18	172	2	2571	
NEW MEXICO	No such institutions																												
NEW YORK	1081			1	3866	1233	418		23	3362	58	5	94	3029	6	740	3	1	2219	1	3197	218	320	9	83	358	908	4457	25683
NORTH CAROLINA	150				10	16		2		22				2		3		126	1	76	1		1			1		475	
NORTH DAKOTA	No such institutions																												
OHIO	3	361		34	1679	413	234	9	118	439	85	1	25	862	1	462		1030	1	833	133	52	178	93	1207	349	1069	9671	
OKLAHOMA	No such institutions																												
OREGON	28				24	67	17		30	77	5	3	1	25		33		101		123	2	12				13	170	731	
PENNSYLVANIA	680			22	3003	310	156	3	6	1934	75	98	221	3918	2	1107	4	1825	27	3111	305	130	42	5	413	239	883	18519	
RHODE ISLAND	No such institutions																												
SOUTH CAROLINA	71				4	3			4	68						4		91		85					2		332		
SOUTH DAKOTA	3				34	128	3			10	1					34		41		31	4					6	307		
TENNESSEE	635			2	102	121	25	5	183	165	5		3	100	1	28	6	1010		517	3	4	8			20	51	539	3757
TEXAS	233				128	95	33	1		149	7			50		72		372		191		7				17	45	4	1404
UTAH	No such institutions																												
VERMONT	16				57	82	14			134			2	13	1	4		19		32	1	28	2		2	32	59	515	
VIRGINIA	894			1	160	135	57	12	29	720	4	3	9	77	1	51		682		677	14	9	4	1	25	61	4	3580	
WASHINGTON	4				8	4	3		7	6	1			1	1	8		13		12						7	17	12	106
WEST VIRGINIA	35				8	4	1	2		5				2		4		43		33						16	134	290	
WISCONSIN	11				39	34	24		1	39	8		1	14		57		34	29		4	1				1	17	2	316
WYOMING	No such institutions																												
TOTAL	258	7105	8	82	16160	6836	2001	64	648	14388	518	133	528	13135	114	3726	33	12733	87	14174	933	1435	308	314	6959	4038	10409	116827	

TABLE 6
DENOMINATIONAL PREFERENCE BY STATES IN CATHOLIC SCHOOLS

	Adventist, 7 Day	Baptist	Brethren	Catholic, Roman	Christian-Congregational	Christian Sciences	Church of God	Disciples of Christ	Episcopal, Protestant	Evangelical	Evangelical-Reformed	Friends-Quakers	Hebrew	Latter Day Saints	Lutheran	Mennonite	Methodist	Presbyterian	Reformed	Unitarian	United Brethren	Others	No Preference	No Information	Total					
ALABAMA	No date given																								No data given					
ARIZONA	No such institutions	85		31	29	1				10					13		118	35		1		6			No such institution					
ARKANSAS										47				3	1	5						50			40	369				
CALIFORNIA		2		306	3	1		1		1					1		9	8			3		21	1	312					
COLORADO				336	10	1				12				8	5							1				375				
CONNECTICUT		2																												
DELAWARE	No such institutions																									No such institution				
DISTRICT OF COLUMBIA		3		1060	1					11				9				8	2		1				8	No such institution				
FLORIDA	No such institutions																									No such institution				
GEORGIA	No such institutions																									No such institution				
IDAHO		6		2169	7					29	1		16	9	6		24	13			3				35	14	14	2345		
ILLINOIS	4	6		340	18	1		4		1			6				14	44	27			3			4	9	481			
INDIANA		9		3715	6	8				29			23		23		25	30			1				12	53	25	3967		
IOWA		13		1302	20	1				13				9	41		57	33	6						49	5	24	1573		
KANSAS		14	5	944	16	3	1			16	2				21	1	40	28				2			9	5	20	1127		
KENTUCKY	1	1		718													3								245	1		972		
LOUISIANA	4	155		1723	26		1			20			31		18		165	23	3						57	7	42	2272		
MAINE				250																								250		
MARYLAND				942						8					2		6	2	1							5	2	12	980	
MASSACHUSETTS				5020						6																		25	5091	
MICHIGAN	1	26	1	2538	21	4	1			47	4	1	85		60	1	85	59	4						250	13	63	3264		
MINNESOTA				2527	6	2				30			10		18		15	22								80	16	7	2733	
MISSISSIPPI	No such institutions																												No such institution	
MISSOURI	8	51		5242	53	7		2		43	46		149	3	80		129	123	1	3					27	61	364	6392		
MONTANA		1		137	1	3				3							1	2								2		151		
NEBRASKA		4		1059	1					3				71			2	6		1						383	4	1534		
NEVADA	No such institutions																												No such institution	
NEW HAMPSHIRE				241	1					2			6		2		1									17	1	13	283	
NEW JERSEY		1		1210						6			15		2			2								4	1	1241		
NEW MEXICO	No such institutions																												No such institution	
NEW YORK		13		7811	1					83	1		31		23		24	40	1						95	4	26	8153		
NORTH CAROLINA		15		91	1					10			3		6		14	13								3		155		
NORTH DAKOTA	No such institutions																												No such institution	
OHIO		14	1	2640	6					21	12		25	1	14		21	9	2						8	40	12	13	2839	
OKLAHOMA		6		103	12					3			2				8	2								6	7	149		
OREGON		5		617	1	1				17	2		4	1	8		22	19								17	82	13	812	
PENNSYLVANIA		26		5014	7	3		1		75		1	246	1	47		94	137	12		2				6	34	28	41	5775	
RHODE ISLAND		2		787	5					6			13		3														816	
SOUTH CAROLINA	No such institutions																												No such institution	
SOUTH DAKOTA		7		88	3												10	2											106	
TENNESSEE		121		924	40		4			8							10	7								41	40	14	1621	
TEXAS	2			50	1					90			29		62		165	84	1	1	1	1				41	5		86	
UTAH				227										29															228	
VERMONT																													1	298
VIRGINIA	No such institutions																													No such institution
WASHINGTON		3	19	914	2					36				4	2		54	24								24	118	8	1208	
WEST VIRGINIA	No such institutions																													No such institution
WISCONSIN		6		1213	16	4				22	3			61	1	86		29	29						1	54	6	1	1532	
WYOMING	No such institutions																													No such institution
TOTAL	23	612	7	54985	315	40	7	4	711	82	2	1	900	46	567	2	1183	781	31	15	20	2017			564	769		63684		

TABLE 7
DENOMINATIONAL PREFERENCES BY TYPES OF SCHOOLS

	STATE AND MUNICIPAL			INDEPENDENT			PROTESTANT			CATHOLIC			TOTALS		
	Four year	Junior	Total	Four year	Junior	Total	Four year	Junior	Total	Four year	Junior	Total	Four year	Junior	Total
ADVENTIST, 7 DAY	672	73	745	254	4	258	2703	891	3594	17	6	23	3646	974	4620
BAPTIST	51692	7443	59045	5828	1277	7105	25371	7086	32457	486	126	612	83287	15932	99219
BAPTIST, 7 DAY	59	229	288	8		8	604	3	607				671	232	903
BRETHREN	555	75	630	49	33	82	1232	39	1271	7		7	1843	147	1990
CATHOLIC, ROMAN	36488	4043	40531	14647	1513	16160	10614	496	11110	51679	3306	54985	113438	9358	122796
CHRISTIAN CONGREGATIONAL	27112	2737	29849	5700	836	6536	10864	790	11654	243	72	315	43919	4435	48354
CHRISTIAN SCIENCE	6342	1005	7347	1744	257	2001	2719	175	2894	35	5	40	10840	1442	12282
CHURCH OF GOD	1320	136	1456	45	19	64	294	40	334	6	1	7	1665	196	1861
DISCIPLES OF CHRIST	7092	434	7526	533	115	648	4927	816	5743	4		4	12556	1365	13921
EPISCOPAL, PROTESTANT	20964	1337	21401	12849	1539	14388	10440	789	11229	672	39	711	44025	3704	47729
EVANGELICAL	1686	64	1750	480	38	518	1670	84	1754	80	2	82	3916	188	4104
EVANGELICAL REFORMED	477	12	489	128	5	133	823	7	830	2		2	1430	34	1464
FRIENDS QUAKERS	727	45	772	514	14	528	1096	99	1195	1		1	2338	158	2496
HEBREW	12673	660	13333	12578	557	13135	4914	123	5037	887	13	900	31052	1353	32405
LATTER DAY SAINTS	6341	2024	8365	97	17	114	2430	473	2903	46		46	8914	2514	11428
LUTHERAN	19751	1194	20945	3307	419	3726	10968	2133	13101	508	59	567	34534	3805	38339
MENNONITE	236	149	385	31	2	33	690	225	915	1	1	2	958	377	1335
METHODIST	86592	8610	95202	11176	1557	12733	41040	6265	47305	918	265	1183	139726	16697	156423
MORAVIAN	322	181	503	65	22	87	187	19	206				574	222	796
PRESBYTERIAN	43467	3038	46505	12686	1488	14174	24641	2369	27010	661	120	781	81458	7015	88473
REFORMED	1985	38	2023	791	142	933	2070	140	2210	27	4	31	4870	324	5194
UNITARIAN	1022	30	1052	1353	82	1435	768	27	795	14	1	15	3157	140	3297
UNITED BRETHREN	1475	48	1523	136	172	308	1305	70	1375	18	2	20	2934	292	3226
UNIVERSALIST	350	28	408	281	33	314	326	3	329				987	64	1051
OTHERS	10544	1225	11769	6667	292	6959	5633	568	6201	1971	46	2017	24815	2131	26946
NO PREFERENCE	29690	3572	33262	3712	326	4038	7281	760	8041	477	87	564	41161	4745	45906
NO INFORMATION	31898	2774	34672	9975	434	10409	4886	798	5684	741	28	769	47499	4034	51533
TOTAL	400572	41204	441776	105634	11193	116827	180496	25288	205784	59501	4183	63684	746203	81868	828071

shown that often the so-called "illegal" is the result of the ruling of the administration or the State Superintendent of Schools, and that with changes in personnel come changes in ruling on this point. Citizens of the various states can well afford to inquire whether the iron hand is already at work in their institutions of higher education.

2. *College youth not opposed to Religion and the Church.* It is most remarkable as well as revealing that 88.3% of the students in 1171 institutions, or 730,632 out of 828,071, expressed a definite religious preference. Of the others, only 5.5% had no preference and the schools had no information on 6.2%.

In the Catholic schools 98%, in the Protestant schools 93.4%, in the Independent schools 87.7% and in the State and Municipal schools 84.7% of the students were frank enough to state a religious preference. If information were secured on those students for which no information exists at present, the percentages might be raised a couple points, especially in the state and the independent institutions.

We do not deny that there are dangerous influences at work in some institutions, but we do wish to affirm that college youth have not lost their faith as some would have us believe. It is admitted that going to college causes a radical change in childish views and that during the Sophomore year there is a distinct tendency away from religion in contrast to the situation in the Freshman year. On the other hand, during the Junior and Senior years there appears to be a return to or more interest in religion and religious activities. The evidence of this survey abundantly supports the conclusion that, if students are not interested in the services of the Church and in religious service, most of the disinterest started before they went to college and university.

3. *Denominational rank not correlated with the rank in student preferences.* Table 8 exhibits the number of students preferring the various churches arranged according to number. Percentages are also indicated. In comparison with the Kieffer statistics, our figures are indicative of cultural attitudes within denominations. According to the Kieffer statistics the first ten religious groups in the United States are Roman Catholic, Baptists, Methodists, Lutherans, Jewish Congregations, Presbyterians,

TABLE 8
DENOMINATIONAL PREFERENCES BY NUMBER AND PERCENTAGE

Denomination	Number	Percentage
Methodist	156,423	18.89
Catholic, Roman	122,786	14.83
Baptist	99,219	11.98
Presbyterian	88,473	10.69
Christian-Congregational	48,354	5.84
Episcopal, Protestant	47,729	5.76
Lutheran	38,339	4.61
Hebrew	32,405	3.90
Disciples of Christ*	13,921	1.68
Christian Science	12,282	1.48
Latter Day Saints	11,428	1.38
Reformed	6,194	.63
Adventists, Seven Day	4,620	.56
Evangelical	4,104	.50
Unitarian	3,297	.40
United Brethren in Christ	3,226	.39
Friends-Quakers	2,496	.30
Brethren, Church of	1,990	.24
Church of God	1,861	.23
Evangelical-Reformed	1,454	.18
Mennonite	1,335	.16
Universalist	1,051	.13
Baptist, Seven Day	903	.11
Moravian	796	.10
Others	26,946	3.26
No Preference	45,906	5.55
No Information	51,533	6.22
Total	828,071	100.00 per cent

* A communication is received from Miss Lura E. Aspinwall, National Director of Student Work of the Disciples of Christ, stating that for the year 1935-36 her office received figures indicating that there are more than 22,000 students of that denomination in some 300 institutions. The discrepancy between the two set of figures is probably due to the fact that in some parts of the country this church is known as Disciples, in others as Christians, and in still other sections as Churches of Christ. In this Survey we used what is designated as the *official* name of the church, namely, Disciples of Christ. Undoubtedly some listed in "Others" should be included under the Disciples of Christ.

Protestant Episcopal, Disciples of Christ, Eastern Orthodox, and Congregational-Christian. The first ten of this study are: Methodist, Roman Catholic, Baptist Presbyterian, Congregational-Christian, Protestant Episcopal, Lutheran, Jewish, Disciples of Christ, and Christian Science. Some of the striking contrasts are these: with the Kieffer statistics the Congregational-

Christians rank 10th, with our figures they rank 5th; Kieffer ranks the Christian Scientists 19th, our study places them 10th; Kieffer ranks the Unitarians 30th, our figures show a ranking of 15th.

The Evangelical-Reformed are ranked by Kieffer 11th while our figures place them 20th. We feel that many students in recording their preferences merely placed the word Evangelical, forgetting the merger of the two groups.

Denominations can well afford to encourage their youth to attend institutions of higher education. The Church which neglects education dies.

4. *The religious opportunity of the American campus.* To declare that the American campus offers the world's greatest missionary opportunity is to leave a wrong impression. While we do not know what percentage of the students are actually members of the churches, there is every reason to believe that a large percentage of those expressing a preference are in actual affiliation with some church.

On the other hand, the fact that such a large percentage of American students do express a religious preference, and the further fact that here are the potential leaders for the next fifty years in all walks of life—these facts should awaken all churches to the opportunity which the campus does offer. Christian youth moulded into leaders will determine the survival of many institutions held dear to the American heart. The American college has developed a leadership significant in American history and important in the world's affairs. The Church's interest in these youth as they go to the American campus will determine to a large degree the status of a Christian culture and civilization here and America's leadership in the world.

PRESBYTERIAN

OF THE SOUTH *and the*
PRESBYTERIAN STANDARD



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Religion and Public Education

REV. WILLIAM CROWE, JR.

The teaching of the Bible in the public schools is one of the most effective means of preparing a generation of men and women for Christian citizenship. The amount of discussion of this topic that has been prevalent in educational and religious circles for the last few years has prepared the way in the minds of local school authorities in many communities to give the Bible a place in the school curriculum. No doubt, there are a great many other communities where the school authorities are mentally prepared to be approached by religious leaders on this matter and to enter into serious discussion regarding plans for giving the pupils systematic training in the Bible. Since this is true, it behooves the leaders of Christian churches throughout the land to take advantage of the opportunities that are theirs and formulate plans for Bible instruction. It will be a great calamity if we permit this period which is psychologically ripe for action to pass without laying claim upon it.

I

The approach has to be made through the churches. It is needless for us to wait for the school authorities to come to our doors and ask for help, and then to hemoan the lack of religious education in the public school system. It is not their business to come to us. It is our business to go to them with definite proposals asking their permission for the churches to have a time assigned in the school schedule for religious instruction.

State laws with regard to religious instruction in the schools, probably in every state in the union, would permit such courses to be taught by volunteers who are not connected with the faculties employed by public funds, and with the understanding that the students enrolled in the courses must come voluntarily.

The Protestant Church is as much opposed to the indiscriminate teaching of the Bible in the public schools as are other religious and non-religious groups. Sorrow could be brought to many loyal Protestant homes by the instilling of ideas into the minds of their children that are contradictory to the faith the parent endeavors to give them. In a democracy we must insist that the public schools respect the rights of the various religious sects dependent upon the school system for the education of all American children. However, there is every reason for us to seek access to our own children in the school room and to any other children who may come voluntarily to the classes that are taught under the direct supervision of established churches.

II

The increasing popularity and effectiveness in instruction in the Sunday Schools of our country in the last fifty years has been accompanied by an alarming decrease in religious instruction in the home. It is not necessarily true that the almost universal existence of Sunday Schools has been responsible for the lack of religious teaching in Christian homes but it is, at least, an interesting phenomenon to trace. Obviously, our generation has witnessed amazing changes in the structure of our civilization.

The home has been a victim of the temper of our time. The general complexity of living has created situations which have discouraged attention to the normal religious development of children in the home. However, it is no doubt true that the existence of the Sunday School with its increasing efficiency has encouraged the neglect of parental instruction and has permitted parents to enjoy an easier conscience than they would otherwise have had, if there had not been some person or institution to whom they could pass the responsibility. In an indirect way, then, the very success of the Sunday School movement has been partially responsible for the lack of religious knowledge possessed by the average child.

The task of giving complete religious instruction to a child is an impossible one for even the best Sunday School to perform. The Sunday School period is scheduled for only one hour per week. Half of that is taken up with a devotional period and the making of records and only thirty minutes given to actual Bible teaching. Average attendance upon the school is from fifty to seventy-five per cent of its enrollment. This means that the average child who attends Sunday School receives a total of from an hour to an hour and a half per month of actual Bible teaching. In the public school the child gets approximately one hundred and ten hours per month of secular education. Thus, he is given an unconscious but profound conviction that secular matters are of infinitely more importance than spiritual culture.

Further observation of this matter reveals that the average child comes to the Sunday School class either with no preparation whatever or with the most rudimentary knowledge of the lesson. Parents who take even casual pride in their children's achievements will not permit them to go to their day schools consistently unprepared in their work. Yet they will turn them over to the Sunday School with a careless nonchalance that is amazing.

The best Sunday Schools cannot send out into the world young men and women with strong Christian convictions to

meet the issues of life. Most Sunday Schools are not among the best. Though this average person may think of the Sunday School as a highly efficient institution, the leaders of the better organized and the more effective Sunday Schools are highly conscious of their lack of efficiency. They cannot do the impossible. Even when a child comes regularly and is thoroughly prepared with his work the Sunday School cannot give a well connected knowledge of the Bible for the lessons embrace only selected portions of it. The lessons could not be arranged otherwise and they are presented as they are on the assumption that the child will be given supplementary instruction.

We have today a generation of parents who have grown up under this system and who are, all too often, incapable of teaching the Bible to their children after their very earliest years of childhood.

The most logical and effective source to which we may turn for the solution of the problem of religious instruction is the public school which can be allied with the church under circumstances that are in complete harmony with the sacred American tradition of religious tolerance and separation of Church and State. By placing the Bible in the public schools we give the students access to the world's best literature and introduce them to the study of the one Book that they need most and that the average young person does not know how to study. Giving the student of today the privilege of well supervised Bible study not only provides him with the only source of great convictions for his own life but prepares him to become a parent in the future who will be capable of supplying his own children with intelligent religious culture.

III

There are various methods being used in the teaching of the Bible in the public schools. The school system of Gary, Indiana, has been the pioneer in this field. For many years the children of the Gary Schools have been permitted to go to churches or other designated places near the school building, where they have been taught the Bible. In Chattanooga, Tennessee, the children of the public schools have been taught the Bible in the school building by highly trained teachers who are paid by the Protestant Churches of the city. Dr. J. P. McCallie, headmaster of the McCallie School for Boys, was the originator of this system. Both the Gary and the Chattanooga systems have become widely known throughout the nation and many projects for teaching the Bible, that are either duplications or adaptations of one of these systems, have been started in other communities.

The plan of Bible teaching in the public schools under a paid teacher is undoubtedly the most profitable method of reaching the pupil. Any community of fifteen to twenty thousand people or larger can finance such a project through the churches. One teacher, meeting one or two periods per week with different age groups can conduct classes in several schools. There is no investment that a community can make in religious education that produces as fine or as permanent results as this will do.

Communities that cannot finance a project in which a full-time, or even part-time, teacher is employed can have a plan of Bible study in their schools that can be made highly satisfactory. No doubt, there are many such plans in operation already and the interest in starting them is increasing from year to year.

The Talladega, Alabama, Junior and Senior High Schools have had courses in Bible instruction for some time that have met with widespread popularity and considerable correspondence has been carried on with religious leaders in various parts of the country who have been interested in adapting the Talladega plan to their own needs. Talladega is a town of about nine thousand population in an old cultured Southern setting that has been modified somewhat by

the presence of several cotton textile mills, pipe and pipe fitting plants and other industries.

The writer of this article approached the school authorities several years ago and suggested that they permit the teaching of the Bible by the ministers of local churches to students who would volunteer to attend. Immediate interest was shown and an early approval given to the project. A proposal was made to the Minister's Association that they cooperate, but since the plan had not even reached an experimental stage the other ministers suggested that it be tried a year and that they would help after that, if it proved successful. The plan was subsequently presented to students of the Senior High School. They were given to understand that the course was voluntary but that those who applied for admission would be under regulation of the school authorities and that this class could not be treated by them as an extra-curricular activity. Regular attendances and preparation were thereby understood as a condition. The response far exceeded our expectations. Two sections had to be arranged to care for the applicants. The first year there were two classes for fifty-five members each studying the same assignments one period per week. The school Principal was enthusiastic about the project. He declared that the influence of the classes was felt throughout the school, while teachers and pupils alike often remarked about how unusual it seemed to see the students studying their Bibles in the study halls.

The second year two other local ministers took up the work, thereby providing three classes in the Senior High School meeting once each week. The three of us arranged to teach the Gospel according to Luke the first semester and the Acts of the Apostles the second semester. We made our own separate outlines and had complete freedom in the teaching of the courses, but we did agree to teach the same book of the Bible. This plan has been made the practice of the group since that time. There were no denominational boundaries set about the classes, though each minister represented a different denomination. Students chose the class they desired to attend. However, they generally chose the minister of their own church in so far as they were connected with a church or as their church was represented by a minister.

The second year of the project the Junior High School students requested classes and we provided them, thereby making two classes for each minister each week.

Regular tests and examinations are given. The school began the second year to offer one-fourth credit for each year of Bible work successfully completed. This credit is slightly higher in proportion to time spent on the course than is given for any other course in the school. Other classes meet five times a week and receive one credit for the year's work.

The three plans outlined in this article offer a wide variety of opportunities for communities to deal with the problem of religious education. It is suggested that those who may be interested discuss the matter with others in their communities and that they write for further information, if it is desired, to the Department of Religious Education of the Presbyterian Church, Richmond, Virginia (Box 1176). This department is probably prepared to give more information and encouragement along this line than any other person or institution in our denomination.

A closing word of caution should be offered, namely, that a course of study in the Bible for the public schools must be attractively presented or it may do more harm than good. With highly capable teachers in our modern schools, who have specialized not only in the subjects they teach but in the art of teaching as well, the minister or other teacher should be constantly aware of the comparisons the student will make between the interests inspired in him by the Bible and by his other courses of study. The Bible can be and must be made the most interesting of them all.

From Jerusalem to Madras

(The Meaning of a World Conference for the Local Church and Its Minister)

STEPHEN J. COREY*

In 1928 in the city of Jerusalem the International Missionary Council held a conference which has made more history with regard to the missionary enterprise abroad than any other meeting ever held. At Christmas time, 1938, ten years later, the Madras Conference will be even more significant. All the great conferences before 1928 were held in western countries from which missionaries had been sent forth. Madras is right at the heart of the great Oriental fields.

At Jerusalem there were two hundred and thirty-one delegates from fifty different nations, with fifty-two who were distinctly "nationals" from the churches on the field. At Madras there will be four hundred and fifty delegates, one-half representing the non-western churches. The coming meeting in Madras will be held during the major conflict between China and Japan, in Asia, and during a time when war there and the stark fear of worse wars in Europe parallel many challenging and sinister changes throughout the world. All of these things have bearing directly or indirectly upon the world missionary enterprise.

At Jerusalem the chief topics for consideration were cooperation, relationship between the younger and older churches, the projection of religious education in the fields, the missionary message and motive, missions and the economic situation, and similar factors. At Madras the conference will move out into vast areas; the faith by which the church lives; the witness of the church to the world; the inner life of the church; the church and its environment, dealing with the social order; and the great, continuous theme of closer cooperation. In this latter field, the significance of the studies at Oxford and Edinburgh with the projection of the World Council of the Churches, will come up for serious consideration. The whole outlook at Madras will be toward realizing the world-wide fellowship of Christians and shaping it into a solid reality to meet the tragic situation in the world today. The outreach will go far beyond the simple term "foreign missions" into the realm of the mission of the world church. Some of the great strategies of the church will need to be reshaped, and it is hoped the former timidity with regard to unity for action in Christendom will be forgotten and conviction merged in a great solidarity so that shoulder to shoulder the evangelical churches of Christendom may brave the sinister tides that are sweeping throughout humanity.

It is difficult to measure the influence of such a meeting upon the church at home. Large plans are being made

for post-Madras meetings at the home base in which outstanding nationals from the conference itself, representing lands where the missionary cause has been carried on, will be the chief speakers. We need in America a new demonstration of our unity. There have been certain undertakings like the Preaching Mission which have emphasized this need, but here is a chance for cooperation in a great, forward-looking, church-supported movement for Christianity throughout the world. Following these meetings in America will come a real opportunity for the local churches to carry out special programs having in them this world outlook.

For the minister, the Madras Conference and the following meetings, will provide a fresh approach to missions—an approach which hears in mind changing conditions in the world today, and which brings reassurance in connection with the missionary appeal and motivation. It will go even beyond that and give the preacher an opportunity to restate to the churches the nature, faith, and function of the church as it realizes its world responsibility.

In addition, it will afford a remarkable chance to present the claims of the modern ecumenical movement as reflected in the plans for the World Council of Churches. Here is the opportunity of the centuries for expressing the solidarity and the common first purpose of Christendom. When could the time be more ripe, and how possibly could the auspices and occasion be more strategic and telling? As one who personally attended the significant meeting at Jerusalem in 1928, my heart is deeply moved by the possibilities of Madras in 1938. What a change it would bring in the hopefulness and outlook of the church if through the coming year our pulpits should ring with the great note which will be struck in Madras! There is nothing quite so much needed to awaken Christian people from their fear and lethargy as the world task of Christianity. The boldness and danger of the sinister movements throughout the world today must be met by the daring and faith of the church. The church through its message of the Christ is the solution for racial, national and individual ills. The great corrective for our day is the ardent and convincing testimony of pulpits and individuals to the redemptive power of Christ who is alive and working in a world that seems to be in the pangs of death.

*Past President of the Foreign Mission Society of the Disciples of Christ, Indianapolis, Indiana.

Mary Baldwin College

Mary Baldwin College, Staunton, Va., is the second oldest Presbyterian college for women in the United States and the oldest Southern Presbyterian institution of higher learning for women in continuous existence. Founded in 1842 by the Rev. Rufus Bailey, it has operated continuously until the present time, first as Augusta Female Seminary, then as Mary Baldwin Seminary, and since 1923 as Mary Baldwin College.

Dr. Bailey, the founder of the institution, was a native of New England and thus there met in Staunton three cultures which have found their expression in this institution; the Puritan culture represented by Dr. Bailey, the founder; the Scotch-Irish culture, represented in the Presbyterian group of Staunton and the Valley of Virginia; and the English culture, represented in the citizenry of Staun-

ton and Virginia, tracing through Eastern Virginia to the earlier history of the state.

In 1863, Miss Mary Julia Baldwin became principal of the seminary, remaining in this capacity until her death in 1897. Under Miss Baldwin's guidance, the seminary developed into an institution highly successful and favorably known through the entire country. In 1895, in honor of the long years of faithful service of Miss Baldwin, the name of the institution was changed to Mary Baldwin Seminary.

Another interesting personality around which centers much of the college tradition and success is Mr. William Wayt King, for forty years business manager of the institution. Trained under Miss Baldwin, he did much to preserve the tradition centering around her personality and gave a most wise and efficient administration of the finan-

INSTITUTE OF INTERNATIONAL EDUCATION



FIFTEENTH ANNUAL REPORT
OF THE DIRECTOR

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NINETEENTH ANNUAL REPORT
OF THE DIRECTOR

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NINETEENTH ANNUAL REPORT OF THE DIRECTOR

The Board of Trustees of the Institute of
International Education

Gentlemen:

The Institute of International Education is supported chiefly by an allotment of funds for successive periods of five years each made by the Carnegie Corporation of New York. Such a five year period is about to expire. It is the custom of the Director of the Institute at the close of a period to review its activities during the previous five years. It seems proper and wise, however, at this transitional time in international relations to make a general survey of the work of the Institute since it was founded on February 10, 1919. This is attempted in the following Report.

The philosophy underlying the Institute of International Education is that the prerequisite to understanding between peoples is a mutual appreciation. This can be established as well by means of literature, music, art, science, and philosophy as by political relations.

In the endeavor to overcome the great ignorance of the civilization and problems of foreign countries that the war disclosed as existing in the United States and a similar ignorance of American civilization that existed in foreign countries, the Carnegie Endowment for International Peace established the Institute of International Education immediately after the war. The Institute was to use educational means to attain this end. Nothing of its kind had formerly existed and the Endowment left it to the Director of the new Institute to determine the ways and means of realizing the end.

Immediately after its establishment the Director visited the chief institutions of learning throughout the United States and also conferred with officials of foundations and scholarly organi-

zations. He then went to Europe to explain to similar bodies in the European countries and to ministries of education the purposes of the Institute. Everywhere at home and abroad the project met with approval. It was generally agreed that the Great War was largely due to ignorance upon the part of the peoples of the different nations concerning the difficulties and problems of other nations. It was agreed also that, were it possible for every country to have a similar organization, freed from governmental and propagandist control and devoted exclusively to educational and cultural cooperation, a great step in the realization of the objective would be accomplished. It was also emphasized by all that the work of the Institute, if it were to be successful, would of necessity be unspectacular and undramatic and that the growth of its influence would be slow and unobserved, a matter of time. The event has justified those beliefs.

A re-reading of past annual reports results in two facts standing out impressively: First, the great difference in the thinking and feeling of university people nineteen and one half years ago and at the present time. The annual reports of the early years reveal a great desire and willingness to cooperate in a new enterprise looking to the welfare of mankind. Colleges and universities gladly granted fellowships for foreign students, welcomed the foreign lecturers sent out by the Institute, and accepted its suggestions regarding immigration regulations concerning foreign students and professors. Their teachers were glad to secure from the Institute letters of introduction when going abroad and they gave a cordial welcome to foreign scholars with letters of introduction from the Institute who had come to the United States for purposes of observation or research. All these activities hold true today, even to a greater extent. But the enthusiasm and optimism resulting from a newly discovered ideal have been considerably weakened. People have learned that education is a long drawn out process in which quick results can seldom be obtained. The second impressive fact is the number of valuable projects initiated by the Institute since the beginning of its career. The reader of the Report can hardly fail to be impressed.

I. ADMINISTRATION

The Library and Information Services

It was inevitable that if the Institute were to deal with educational interests literally all over the globe it would have to begin at once to collect all available material to help in the performance of its service as a center of information and advice concerning all aspects of international cultural relations. One of the first accomplishments in this respect was to collect a file of the catalogues of the accredited colleges and universities in the United States. This file of over 600 catalogues is kept in order and up to date. The back catalogues find further use in the Amerika-Institut in Germany. In the beginning, the catalogues of foreign universities were more or less confined to those countries where the Institute had exchange students but as the Institute became more widely known, inquiries were received for information regarding education in all parts of the world. Today the foreign catalogue file represents universities in 58 different foreign countries. This file also is kept up to date so far as possible and the discarded numbers are sent to Teachers College Library, Columbia University.

From a great variety of sources, pamphlets have accumulated and books of reference have been acquired to form the core of a library which finally required the services of an experienced librarian. In 1928, the small library of a few hundred books was catalogued with Library of Congress cards, and the pamphlet file was arranged in systematic order. It is safe to say that the character of the available material now forms a unique collection. This is partly due to the fact that all items pertaining to education abroad from newspapers or periodicals are carefully clipped and filed under the proper heading. The reports of the American exchange fellowship students are invaluable. There are now 40 legal-size cases filled with pamphlet and periodical material representing thousands of items. These are added at the rate of approximately 300 monthly. A valuable adjunct to the information service are the various handbooks published by the Institute. Although the primary function of the Library is to serve the needs of the

Institute staff who constantly consult it, it has attracted a large public. An important phase of this library service has been its value to young American scholars, working on theses for advanced degrees in the field of comparative education. In this day of special libraries, the Institute is justified in considering itself a specialist in matters pertaining to education abroad as well as to education in our own country.

The number of letters of inquiry coming to the Institute from all over the world averages 400 a month, many of which require a great deal of investigation to answer. They are always acknowledged and if the complete answer must be deferred, the inquirer is assured that it will follow when the information has been secured.

Of equal importance with the growth of correspondence has been the increase in the number of visitors to the Institute. At the present time, no day passes when the Institute is not visited by from ten to twenty persons. They come from practically all foreign countries. They include many classes of people: scholars, teachers, students, publicists, and men of affairs. They come for the greatest variety of purposes — to study or teach in our institutions of higher education, to engage in research upon some project, to investigate our methods of conducting newspapers, social service activities, industrial establishments and for many other reasons. The investigation on the part of the Institute staff necessary properly to assist these visitors from abroad has resulted in the accumulation of a fund of information concerning activities of all kinds in our country that is surpassed in few places.

Institute Publications

In order to help keep our colleges and universities better informed of cultural developments in foreign countries the Institute publishes a monthly bulletin from October to May inclusive. The Bulletin contains a brief editorial by the Director upon some problem of international educational affairs and short articles by distinguished foreign and American scholars. It includes also information concerning the advent of foreign lecturers and scholars to our country, the monthly

list of conferences on cultural matters held in the various countries including our own, and the activities of international scholarly and student organizations.

The Annual Report of the Director describes the work of the Institute during the previous year, contains statistics regarding foreign students in this country compiled, in recent years, by the Committee on Friendly Relations Among Foreign Students, the names of American and foreign holders of the Institute fellowships, and a list of the foreign scholars circuted by the Institute to lecture in our colleges and universities.

The lists of fellowships and scholarships (1) available for American students abroad and (2) for foreign students in the United States published by the Institute are in great demand by college and university committees seeking to keep their most capable students informed of graduate-aid provisions here and abroad.

In addition, the Institute publishes practical booklets upon education in other countries, e.g. the *Handbook for American Students in France* and *Guide Book for American Students in the British Isles*. Probably the most valuable of its publications is the *Guide Book for Foreign Students in the United States* which gives detailed information concerning our organization of higher education, methods of teaching, dormitory and fraternity life, examinations, cost of higher education, in fact information upon almost every phase of higher education in our country. It has proved to be invaluable to foreign students in their sojourn at our colleges and universities.

Conferences

The Institute soon learned that a most important part of its function would be in attending and holding conferences upon all kinds of problems in international cultural relations. After the war the movement of students between the United States and Europe was largely reversed; i.e. instead of large numbers of American students going to European countries an increasing number of European students came to America. The greatest diversity existed in the evaluation of their degrees. Some American universities required a year of addi-

tional study for the holder of a degree from a French lycée to pursue graduate study. Some required two years. A few permitted such students to enter graduate study at once. This was very confusing to the French educational system which is highly centralized with uniform regulations. Appeals therefore were made by French administrators for a single evaluation of our degrees. A committee was appointed representing the American Council on Education, the American University Union, and the Institute of International Education to study the problem. It recommended that the holder of the French baccalauréat be considered to have completed the sophomore year of an American college, and left to each university the question whether the undoubtedly greater intensity of study in the French lycée justified admitting the French student to graduate work. The same decision has since been made as to the graduate of a German Gymnasium. Since Latin Europe has copied the French lycée system, and Teutonic and Slavic Europe have copied the German system, the committee's recommendation has practically settled the question with regard to all European countries.

A most important conference organized by the Institute was to consider the status of the returned Chinese students. They were coming by the hundreds to spend their undergraduate years in American colleges. As a result of spending four of their most impressionable years in the United States, many of the Chinese students became almost denationalized. They found it hard to return to the primitive conditions of their own civilization. Some could not find themselves and became liabilities rather than assets to their country. By 1924 their own universities and the American missionary institutions in China had developed good undergraduate departments. In that year the Institute held a conference of some of the most experienced and influential educators in the United States, all of whom had taught in China, to consider the problem of the "Returned Chinese Student." The conference drew up a memorandum to the effect that the Chinese adolescent should complete his national education before coming to the United States and should come as a graduate student capable of making

intelligent comparisons of Chinese and American civilization. This memorandum was sent to all the important Chinese institutions and received enthusiastic approval. Since then the number of undergraduates coming to the United States, though still large, has diminished and the number of graduate students has increased.

In 1933, as the result of complaints received from foreign universities concerning the great influx of American students of medicine an important conference was organized by the Institute. These students had sufficient credits for entrance into our own schools of medicine, but were usually of inferior scholarship as indicated by their grades. The competition for admission to the comparatively few places in our own medical schools is very strong and results in the acceptance only of applicants who have the best records. The disappointed applicants applied to schools of medicine abroad, first to those of Great Britain and, when that failed, to those of the continental countries. All the foreign schools have their own organization of pre-medical studies into which the Americans frequently do not fit and this causes annoyance to the foreign professors. To that drawback is added, in the continental countries, difficulty in pursuing courses in so technical a subject as medicine because of insufficient knowledge of the foreign language. The movement promised to cause considerable irritation in educational circles abroad. The foreign institutions directed their complaints to the Institute, with which they were in constant cooperation. The Director pursued the policy the Institute has always followed in similar circumstances, namely, to confer with those most competent to give advice. He invited to a conference representatives of the following organizations: Board of Regents, State Board of Medical Examiners, the Association of American Medical Colleges, the New York Academy of Medicine, the College of Physicians and Surgeons of Columbia University, and the Medical School of Cornell University.

The conference resulted in an agreement to recommend to the foreign universities that their medical faculties refuse to accept applications from American students which had not first been passed upon by the Association of American Medical

Colleges or the Council on Medical Education and Hospitals of the American Medical Association. The foreign institutions gladly accepted that solution of the problem and the result has been a great reduction in the number of American students of medicine applying to European institutions. The Institute officials thus served the cause of international understanding in removing an irritation that might have had very unpleasant consequences.

Cooperation with Governments

The saving of time and effort on the part of foreigners by being put into immediate contact with the persons and organizations which can best serve them has been of the greatest benefit to them. This has been especially true of commissions sent by foreign governments to study our methods of administering educational institutions and activities. For example, when the Chinese government sent such a commission, under Hsi Tao Yuan, Vice Minister of Education, to the United States in 1920, the Institute organized its itinerary. The Institute also entertained a mission from Japan under Baron Goto to discuss intensified cultural relations. It has since become the representative in the United States of the Japanese Society for International Cultural Relations.

In 1933 the Director of the Institute was requested to recommend to the Siamese government qualified scholars to fill the positions of professors of mechanical engineering, civil engineering, electrical engineering, and mathematics. This was done, and the men rendered valuable service at Bangkok for their three year term. Moreover, one of them wrote a most interesting report concerning the College of Engineering at Bangkok. Later the government of the State of São Paulo requested the Institute to recommend a professor of sociology and another of statistics. The men selected acted not only as professors at the local university but as advisers of the municipal administration and won the enthusiastic gratitude of the officials for their help in initiating reforms. After the death in Venezuela of the dictator, Gomez, the new minister of education requested the Institute to recommend a principal of

the new technical college, a supervisor of gymnastics and a number of women social workers familiar with rural activities. The request was fulfilled to the satisfaction of the Venezuelan authorities.

The Institute has tried to serve Americans going abroad in the same way that it has served foreigners coming to the United States. Students who want advice as to the best university or institution in which to study a particular subject, or teachers who wish to investigate methods of teaching a particular subject such as a foreign language, or professors who have been invited to lecture in foreign universities, especially if the universities are in the more backward countries, visit the Institute for the help it can give. They are provided with letters of introduction to the representatives of the Institute in foreign countries who try to facilitate their orientation in those countries in the same way that the Institute does for foreigners coming to the United States.

This activity of the Institute as a center of information and advice carried on over a period of almost twenty years has resulted in its becoming regarded as something in the nature of an educational embassy. Departments of the federal government, especially the State Department and the Bureau of Immigration, and the foreign legations at Washington are in frequent correspondence and conference with the Institute on international educational problems. The Institute has won the confidence of the colleges, universities, scholarly organizations, and foundations, and when they are about to undertake a departure in their international relations, they frequently request the opinion of the Institute as to its wisdom. And similar requests for opinion on the desirability of undertaking action of a particular kind are often received from foreign cultural and educational organizations.

Cooperation with Other Organizations

Because it was the Director's intention to avoid duplication and develop cooperation wherever possible, one of his first desires was to discover existing organizations that might have an objective somewhat similar to that of the Institute. He

knew that during the war the American University Union had been founded to be of service to college graduates in the American army and that after demobilization it became a peace agency to stimulate cultural cooperation with France and Great Britain. He knew also that the American Council on Education had been founded during the war to organize the resources of the colleges and universities in order to serve our government in helping to win the war. Later, as the result of a conference with the representatives of those organizations and of their supporting agencies, the Carnegie Corporation of New York and the Rockefeller Foundation, an excellent plan of cooperation was agreed upon. The entire field of education was divided, with the understanding that the Institute of International Education should confine itself to international educational affairs and the American Council on Education to domestic educational problems, both primarily though not exclusively in the field of higher education. As the American University Union was devoted to stimulating cultural relations with but two countries, it was naturally placed under the supervision of the Institute. This agreement has lasted down to the present time with excellent results. The Institute became in a short time the representative in the United States of nearly all the official agencies of foreign countries having to do with international cultural relations. It was also made the representative of the Paris Institute of Intellectual Cooperation of the League of Nations, a fact that was confirmed during the Director's visit to Paris this past summer.

The principle adopted by the Institute of cooperating with all agencies working in its chosen field and refraining from encroaching upon the activities of other institutions has resulted in the most cordial relations with all such agencies. The Institute did more; it provided a home during their infancy for organizations which have since become of great influence, such as the American Council of Learned Societies and the Instituto de las Españas. In the Institute are conducted the annual examinations in the United States for entrance to Cambridge University. But its cooperation with other organizations may perhaps best be illustrated by its intimate relations

with the American Library Association and with the Smithsonian Institution. As early as 1922 the Institute made an appeal in the *Library Journal* for duplicate copies of magazines and books which the libraries of the United States might have but which the war-ridden countries of Central and Eastern Europe could not afford. The response was very generous and the Smithsonian Institution transported the books to their destination. In the same year the Institute cooperated with the American Library Association to secure missing numbers of German periodicals needed to complete the files of our libraries for the years during the war. When an appeal was directed to the Institute as early as 1921 to defray the expense of establishing the first children's library on the continent of Europe, the Institute secured the cooperation of the Committee on Belgian Relief which not only provided the funds for the children's library at Brussels but also aided in bringing two Belgian women to the United States to study library methods. The Institute is at present cooperating in a three months' campaign initiated by the American Library Association to secure books to be sent to the libraries in the cultural institutions in China which have suffered as a result of the Japanese invasion. Many of these institutions have been forced to move into the interior and leave behind their books and equipment. The plan is to solicit from American libraries and educational institutions duplicate material needed by Chinese college libraries and to arrange that it be sent to China through the International Exchange Service in Washington.

One of the most helpful methods whereby the Institute served our own colleges and the foreign universities in its student exchange program has been in the blank which it devised in 1922 for use in certifying to the work done by a foreign student wishing to come to the United States. The blank is printed in English, French, and German. Some of the larger universities which receive numerous foreign students, such as Columbia and Chicago, have found this blank so valuable that they purchase it in quantities from the Institute. Moreover, at the request of the State Department, copies were

sent to all the United States consuls in the countries from which most of the foreign students came.

International Relations Clubs

When the Institute was established in February, 1919, the American Association for International Conciliation already administered the activities of organizations called "International Polity Clubs" in some 40 different colleges. The clubs were then turned over to the Institute for administration. The International Polity Clubs had for their object the study of methods whereby international peace might be hastened. They were usually carried on in an emotional atmosphere as was natural after the horrors of the war recently ended. The Institute, however, believed that if students were to be wisely influenced in favor of peaceful settlement of international disputes they would have to make as careful a study as possible of the backgrounds and causes of these disputes. The International Polity Clubs were renamed "International Relations Clubs," and in each college were placed under the supervision of an interested faculty member to whom books on the particular problem studied were sent. After study by the members of the club, papers were prepared and discussed. One year the problem studied in the clubs was "The Question of the Allied Debts." Similar problems were taken up each year. When the support of the Institute was transferred to the Carnegie Corporation of New York in 1924, the Institute had expanded the number of clubs to 84. At the time of the transfer the administration of the International Relations Clubs was taken over by the Carnegie Endowment which has since expanded them to a remarkable extent.

II. THE STUDENT EXCHANGE

Without losing sight of the importance of adult education, the Director determined to base his work primarily upon youth. Adults had more or less fixed ideas. Youth was impressionable and youth would assume control in another generation. That this was the correct view has since been confirmed by the policies of Communists, Fascists, and Nazis. The important question was how to help give the youth of the different countries the opportunity to secure an objective education in international relations that might realize the end in view. Obviously the Institute of International Education could not attempt a campaign of that kind in countries outside the United States. National resentment and financial limits would prevent that. But if selected youth of different nations might have the opportunity of a year or more of study in a different country international understanding might be hastened.

Such a policy at the end of the war had no general application. The Rhodes Scholars were practically the only instance of it and the cost of a Rhodes scholarship — £350, now £400 — prevented the general extension of such a plan. The Director of the Institute determined to discover, if possible, the willingness of our colleges and universities to offer fellowships to carefully selected students from foreign countries in exchange for fellowships of a similar kind for American students in foreign universities. The suggestion met with almost universal approval both here and abroad. It could not be expected that either our institutions or the foreign universities could offer more than free tuition and maintenance, leaving the cost of transportation to be met by the recipients of the fellowships. Because of the fine representation of Americans in England resulting from the establishment of the Rhodes scholarships and the movements on foot to provide fellowships for English students in American universities, which later eventuated in the establishment of the Commonwealth fellowships, the Institute decided to devote its exchange activities in the beginning primarily to the countries of the Continent. From no fellow-

ships under Institute auspices in 1922 when the Student Exchange was established with Czechoslovakia, the plan has been gradually extended until for the year 1937-1938 there were approximately 400 fellowships under its auspices representing 28 different countries.

Selection of Students

The most important element in the exchange is the selection of the students to be exchanged. The number of applications received is naturally always in excess of the number of fellowships at the disposal of the Institute. On the American side a system has been established which has become remarkably efficient. Any student who is either a graduate of an American college or university or who will graduate at the next commencement may apply for a fellowship abroad indicating the country where he wishes to study. He sends his application together with his general scholastic record and especially the record in the particular field in which he wishes to study in the foreign university. This must be accompanied by a statement from the head of the department of the language of the country in which the student wishes to study to the effect that the student has a good working knowledge of the language sufficient to enable him to listen to lectures intelligently and to participate in seminar discussions. It must also contain three letters from persons who know him intimately vouching for his good character. In the exchange with each country there has been formed a committee of selection to which all the applications for that country are submitted, e.g., the Franco-American Committee, the American German Committee. These committees, usually numbering seven members, are composed chiefly of professors of the language of the country of exchange who are either natives of the country or who have resided in it. They meet at the Institute to select the successful candidates from among the numerous applicants and their decisions are final. It is a great tribute to the disinterestedness of these men and women that they serve on these hard working committees without compensation.

Orientation of Students

To aid the foreign student to become adjusted to American education and living, every fellowship holder is provided in advance with a copy of the Institute's booklet, *Guide Book for Foreign Students in the United States*, which is a brief but comprehensive statement of what a foreign student ought to know before coming to the United States. Upon the arrival of the foreign students about the middle of September an orientation conference of several days is held, often somewhere away from New York City but in recent years at International House. The value of this conference as an agency for international understanding among these young people from so many foreign lands can be readily appreciated. Opportunities for recreation are provided and foreign students of different nationalities are enabled to meet and become acquainted. During the conference informal discussions with our staff members as well as with representatives of other organizations in this country dealing with foreign students establish a close personal relationship between the fellowship holders and those whose function it is to assist and guide them. That portion of the Institute's work which deals with exchange fellowships requires of our staff, in addition to a high degree of technical skill, many qualities of the trained personnel worker.

In the case of American exchange students going abroad, each student reads the reports of the experiences of former Fellows who attended the university to which he is going. These give him invaluable information. He also receives a memorandum of information prepared by the Institute. He is included in a group health insurance plan, as are the students from foreign countries. He is assisted in other ways to get the most of his year abroad,— a contrast to the student who goes on his own and is often confused for a considerable time. A similar program of selection and supervision is followed in the case of the foreign students coming to the United States.

Special Grants and Exchanges

It has not been the colleges and universities alone that have cooperated in the student exchange. Through the initia-

tive of Mr. Coffin, formerly President of the General Electric Company, some \$200,000 were contributed shortly after the war to found fellowships in honor of the American drivers of ambulances who lost their lives in the French service before the United States entered the war. They were given the name of American Field Service Fellowships for French Universities. The interest on the fund is given to the Institute for the support of the fellowships which are open to competition to students throughout the United States. Of even greater extent has been the assistance given to the student exchange by the Carl Schurz Memorial Foundation, to the generous amount of \$10,000 a year. Similarly, such fellowships as the Germanistic Society of America and the Eleanora Duse exchange fellowship of the Italy America Society have been given to the Institute to administer. Another fine group of fellowships which was organized by the Institute and the College Art Association is now administered by the Institute through funds provided by the Carnegie Corporation of New York. These enable teachers of the history of art in our colleges to spend six weeks in summer in the study of their special fields in the Institut d'Art et d'Archéologie in Paris. The selection of the fellowship holders mentioned in this paragraph and the administration of the fellowships are functions of the Institute to which the same careful attention is given as is given to the regular international exchanges.

During the past year the Institute arranged an exchange of librarians between the Public Library at Montclair, New Jersey, and the Birmingham Library in England. The Institute also arranged for an Assistant in Medicine at the University of California Hospital to spend six months doing research work at the Physiological Institute at the University of Kiel in exchange with an Assistant in that Institute.

Postes d'Assistant

One form of cooperation with the French universities with regard to students is not a matter of exchange. Each year 40 places called "Postes d'Assistant" are granted to the Institute by the French educational authorities to be filled by persons

selected by its Franco-American Committee. The holders of the postes d'assistant give two hours a day of oral English to classes in lycées in return for which they receive maintenance and sometimes free tuition in neighboring universities. It is evident what an opportunity this is for a prospective teacher of French in an American educational institution. The plan has worked admirably and has been extended, on a smaller scale, to Italian institutions.

Junior Year Abroad

The Institute does not favor study abroad by individual undergraduates. It holds to the position that a student will receive more benefit from having first secured his national education. He may then undertake postgraduate work in a foreign university. Individual undergraduates are usually at a loss in a foreign institution. However, where an institution organizes study by a group of undergraduate students under careful supervision in a foreign university the Institute is desirous of cooperating. Such a plan was inaugurated in 1923 by the University of Delaware for study by college juniors at the University of Paris. It is called the "Junior Year Abroad" and has been very successful, as many as 80 students being enrolled in a year. Because students from many other institutions participated in the Delaware plan of study abroad, the Institute of International Education was requested to form a committee to cooperate in its administration. It gladly did so and now has a similar committee to assist in the administration of the Junior Year in Germany to which country the Junior Year plan has been extended, though not under the auspices of the University of Delaware. The scholarships for both groups are administered by the Institute.

During the past year the University of Delaware extended its Junior Year Plan to include Switzerland and sent a small group of students to study in Geneva.

International Schoolboy Fellowship

Although the activities of the Institute are concerned chiefly with students of college grade, it has cooperated with head-

masters in securing young foreigners as guests of summer camps or schools. In 1927 the Institute was successful in securing two members of the first group of foreign school boys who were invited as guests during the summer session at Tabor Academy in Marion, Massachusetts. A Committee of Headmasters met at Tabor at that time to observe the group and expressed unanimous approval of a program to further the development of international accord in this way. This resulted in the organization of the "International Schoolboy Fellowship," which has grown into an exchange of school boys between this country and several of the European countries.

Summer Sessions Abroad

Not all American students who wish to study at a foreign university can afford to spend a whole year doing so. The result is that hundreds now attend the summer sessions of foreign universities whose expansion in numbers in Europe has been greatly stimulated since the war. The Institute is the representative in the United States of most of these foreign universities. It distributes their notices to our colleges and in some instances receives the advance deposit necessary to secure a place in a class. Most of those who attend the foreign summer sessions are students or teachers of foreign languages. For example, as many as 400 attend annually the summer sessions of the University of Mexico, primarily to study Spanish. But the foreign language magnet is not the sole one. The summer sessions held at Oxford and Cambridge, which are represented in the United States by the Institute, are devoted to purely cultural subjects, chiefly history and literature. Of the 218 students who attended the summer session at Cambridge in 1937, 105 were Americans and approximately 150 Americans registered for Oxford at the Institute. Next year Cambridge will initiate a six weeks' course in order to conform to the American organization of summer sessions. The chief obstacle to the change is the existence of the American system of "credits" for the completion of a course in any subject. It will be a matter for each American college and university to decide whether it will give "credit" towards its degree for a course

taken at a foreign university even when it has conformed to the American type. Given proper safeguards, the Institute approves of that policy.

The following list shows the increase in the number of European summer schools since 1929:

<i>Year</i>	<i>Number of summer schools</i>	<i>Number of countries</i>
1929	104	12
1930	118	14
1931	119	16
1932	135	17
1933	155	16
1934	156	16
1935	163	18
1936	154	19
1937	148	18
1938	148	17

Foreign Students in the United States

There has been a steady increase of foreign students coming to our colleges and universities since the war until in 1929 they numbered a little less than 10,000,—almost twice as many as the number of Americans studying abroad. When the Institute was first organized many requests were received for statistics regarding foreign students in the United States. As no accurate information had ever been secured in this connection, the Institute sent a questionnaire to some 900 institutions of higher learning, requesting the number of foreign students enrolled with them for the year 1921-1922, the number of men and women students, their names, nationality, courses taken, the number of graduates and of undergraduates, and the number of foreign students on scholarships. This information was compiled into tables and published by the Institute. It proved of such value that similar information was obtained the following year. Since 1923-1924 the activity has been carried on by the Committee on Friendly Relations Among Foreign Students from whom the Institute has secured the statistics on foreign students in this country which appear in the Annual Report of the Director.

International Collegiate Debates

The Institute is always anxious to cooperate with student organizations in realizing their programs of work. It was the

Institute that in 1922 initiated the system of debates between a debating team from Oxford and the debating teams of our own universities. The plan was a great success and the Institute continued to administer the debates for the next five years. But it considered the enterprise a natural activity for a student organization and in 1928 transferred the administration of the debates to the National Student Federation of America.

Russian Student Fund

The Institute cooperates with student and other organizations in assisting foreign students who are in the United States without adequate resources through no fault of their own but who have not come to the United States under Institute auspices. They are in difficulties caused by revolutions as in the case of Germany and Italy, or by wars as in the case of Spain and China. In every such case the Director or Assistant Director of the Institute has been a member of the body organized to supervise the administration of aid.

But there is one instance of such supervision that requires special mention. The first of the great revolutions in recent times was the Russian, which resulted in hundreds of Russian students coming to the United States. A really great leader, Mr. Alexis Wiren, discussed with the Director of the Institute the possibility of organizing a Russian Student Fund to enable these exiled students to finish their interrupted education in our universities. The Fund was organized in the Director's office in 1921 and a splendid body of well known and public spirited citizens became its Board of Trustees. Mr. Wiren became the Director of the Fund and the Director of the Institute became the chairman of the educational committee whose function was to select the students who were to receive financial aid. All such aid was made in the form of a contractual loan. As a result of appeals by the Board of Trustees more than \$500,000 were contributed in the following years and more than 500 Russian students were enabled to secure their college degrees. Despite the financial depression beginning in 1929, the Russian students have already repaid nearly \$200,000, a

truly remarkable feat. The Institute looks upon its part in founding the Russian Student Fund with genuine satisfaction.

Work Student Movement

Though the student activities of the Institute are directed primarily to foreign students who will study in our colleges and universities, they are not restricted to those students. In 1928 the Work Student Movement was established. It was at first confined to Germans but afterward expanded to include Austrians and Czechoslovaks. This movement had for its object the placing of the foreign students in our industrial, banking, and commercial establishments in order to learn our methods of carrying on. The foreign student was paid the regular wage or salary attached to his position but was usually allowed to stay only one year in the United States. The activity was conducted with the hearty approval of the labor unions as well as employers and in 1929 there were more than 200 German work students in the United States. The number in exchange in Germany was much smaller, due to the ease of securing positions in the United States upon the part of our own students and the higher wage or salary attached to them. However, because of the depression, the Commissioner of Immigration in 1931 requested the Director of the Institute to discontinue the activity and it was given up.

Financial Value of Fellowships

It is proper here to comment upon the generosity of our colleges and universities in providing fellowships for foreign students because it sometimes represents a real sacrifice. This is not equally true of the foreign countries. Their institutions are usually national institutions and the majority of their fellowships are provided by the government. The financial value of this remarkable contribution to international understanding can be fairly accurately estimated on the American side. The annual cost of a student's tuition and maintenance at Vassar College is \$1,200. At Columbia University it is about \$1,000. We know the institutions that have offered free fellowships for foreign students since the student exchange was founded.

The number of foreign students that have studied in American institutions under Institute auspices since the student exchange was established in 1922 is 1,638 and the value is \$1,234,812. It is more difficult to estimate the value on the other side of the exchange because as the dormitory system does not prevail there, the American student boards in a family and the resulting expense differs from one university to another. A careful estimate would indicate that the expense of the 2,079 American fellowship holders studying abroad was \$808,621. The total value, therefore, of the fellowships that have been administered under Institute auspices is \$2,043,433. This is truly a remarkable achievement. The details of the exchange with each country will be found in Appendix, pages 52-55.

Results of the Student Exchange

What have been the major results of this activity? Primarily it enables students of unusual ability but with small financial means to become familiar with another civilization and upon their return to help interpret it to their own people. A young Frenchman or German cannot live at an American university in daily contact with American students, not only in classes but at meals and in the dormitory, participating in discussions and sports, reading American journals and magazines, without becoming intimate with many aspects of American civilization. One such aspect thus revealed was the lack of deference paid in our colleges to wealth and other adventitious circumstances. Before the war it seldom happened that a young European attended a university, save he came from the favored classes. As a result of the impoverishment of the middle classes, that is no longer true. But it was illuminating to the European exchange student to discover that some of the most highly honored American students were working their way through college or university and that this did not prevent their election by their fellow students to the highest offices in student affairs. Another aspect of American education which pleased the foreign student was the friendly and even intimate relations that existed between professors and students. The college or university usually has a professor

or a committee of professors set aside to advise the foreign student but he soon found that practically all of his teachers were accessible for advice and friendly intercourse. The foreign student has usually considered the informality of life in an American college to be one of its most attractive features.

On the reverse side of the exchange equally important effects were evident. Before the war dormitories hardly existed in Europe. Today the dormitory or its equivalent is found in almost every country. When the splendid Cité Universitaire at Paris was founded, Senator Honnorat, its creator, came to the Institute to discuss the details of dormitory administration and he afterward visited many of them throughout the United States.

The effect upon some of the American students who had studied in Germany before the war in favoring the German cause when war broke out was not lost upon the Allied Nations. Those students had gone to German universities usually to study for the degree of Doctor of Philosophy. After the war, the French established the new degree of Doctorat de l'Université, primarily for foreign students and especially for Americans. The old French Doctorat d'État is secured only after years of study and the writing of a thesis of deep scholarship. The new degree is seldom, if ever, sought by Frenchmen. For a similar reason, the degree of Doctor of Philosophy was established at Oxford, the English student continuing to prefer the English Master of Arts degree.

The exchange fellowships were founded primarily for their value as instruments of international understanding and only incidentally for the personal advantage of the Fellows. This is thoroughly understood by the Fellows who are very loyal to the principle and regard themselves as unofficially representing their country abroad. The number of American alumni has now reached a high figure. They are scattered all over the United States and the Institute is enabled to call upon them for assistance to departing American exchange students or to arriving foreign students in their vicinity, an assistance which is gladly given.

The loyalty of the American student is also true of the for-

eign student. Objection has been received at the Institute against the American German exchange to the effect that the German students were disguised Nazi propagandists. Last May the Director sent a questionnaire to the 60 institutions which had most frequently chosen German students for their fellowships with a request for definite information upon this subject. Out of the 55 institutions which answered, 47 stated that the German students behaved as did the foreign students generally, that is, endeavoring to learn as much as possible in the fields of their study. Even the other eight made only qualified objection.

Has the student exchange really helped towards a better understanding among nations? The American exchange student is required to write a confidential report at the close of each semester giving his views on the public opinion of the neighborhood, the administration of the university and the value of the education he is receiving at the foreign university. It is impossible to read these reports without learning of the profound influence upon these students of their year at the foreign university and of their deep appreciation of the opportunity they have enjoyed. The gratitude of the returned foreign student for his experience in the United States and his enthusiasm for the idea underlying the exchange has been made evident to the Director in his missions abroad. Few of his experiences are more inspiring than to be greeted in foreign lands by these young people, many of whom occupy important positions, official and unofficial, and who have sometimes greatly assisted in allaying ill feeling towards our own country.

Before finishing with the subject of our exchange fellowships attention should be drawn to the assistance given to the Institute by a number of important organizations working in fields that have to do with foreign students. This is particularly true of the Committee on Friendly Relations Among Foreign Students, the International Student Committee, and the Travelers' Aid. The Pan American Union has most helpfully cooperated in the administration of our work with the Latin American countries.

As the result of much experience there can be hardly any

doubt that in the great majority of cases, foreign and American students return to their homelands with a better understanding of the people among whom they settled to study, with a greater appreciation of their culture and institutions, and with a truer evaluation of their own civilization. International misunderstanding exists today to an unusual extent. Neither diplomacy nor commercial relations have been able to overcome it. Nor have cultural relations. But it is safe to say that cultural relations have probably done more to draw us toward the desired goal than any other activity that has yet been attempted.

III. THE VISITING FOREIGN LECTURER

The twentieth century, as is so often stated, may be the century of youth, but age with its experience is still the chief source of sound opinion and advice. Simultaneously with the organization of the student exchange, the Institute determined to place at the service of our colleges and universities the scholarship of European professors and men of affairs. This would not be accomplished by merely reviving the system of exchange professors which before the war had existed only in a very small number of universities in the eastern part of our country. The Institute therefore established the institution of the "visiting professor." In the very first year of its existence, the Institute recommended to our colleges and universities six distinguished scholars from England, France, and Italy who agreed to accept invitations to lecture in our institutions of higher education. These scholars were recommended by our representatives abroad for their scholarship and ability to lecture in English. The colleges and universities were to pay a fee to the foreign visitor and the Institute was to draw up his itinerary and program. Sometimes the lecturer delivered one lecture upon a prescribed subject at each college, sometimes a series of lectures. The majority of the lectures were upon some aspect of international relations but history, literature, philosophy, education, and science were fully represented. The plan was a great success, due primarily to the care with which the foreign lecturers were selected and the efficiency with which the scheme was administered. It gave an opportunity for American students and faculties to hear distinguished men which would otherwise have been impossible. Moreover, in many instances the public was also invited. In all cases the lecturer answered questions put to him by students to clarify any points that might have been obscure or misunderstood. Where the lecturer remained at an institution to deliver a series of lectures, seminars were organized among the student body and discussions took place with faculty members around the dining tables of the faculty clubs. The success of the movement was best made evident by the numerous requests for

our lecturers received not only from our institutions of higher learning but also from men's and women's clubs, Chautauquas, and lecture organizations. The Institute had really initiated a movement in adult education devoted primarily to educating our people in international affairs. Since its organization the Institute has circuited 245 foreign scholars and men of affairs who have visited 1,732 colleges, universities and other institutions. There have been few failures and many letters have been received expressing indebtedness on the part of our colleges that their students have been enabled to enjoy the benefit of contact with these foreign scholars. This fact can readily be understood from a perusal of the names of a few of these men and women that follow:

PARTIAL LIST OF LECTURERS CIRCUITED BY THE INSTITUTE FROM
OCTOBER 1, 1919 TO OCTOBER 15, 1938

<i>Name</i>	<i>Position</i>
	Austria
ALFRED FRANZ PRIBRAM	Professor of History, University of Vienna
	Chile
GABRIELA MISTRAL	Adviser on Latin American Affairs to the International Institute of Intellectual Cooperation and the Institute of Educational Cinematography of Rome (League of Nations)
	China
P. W. KUO	Organizer and first President, National Southeastern University
	Czechoslovakia
RICHARD COUDENHOVE-KALERGI	Professor of Philosophy, University of Vienna
	England
ERNEST BARNER	Professor of Political Science, Cambridge University
FRANK O. DARVALL	Director of Research, English-Speaking Union
WALTER DE LA MARE	Writer
EVAN F. M. DURBIN	International Relations Lecturer, London School of Economics
HERBERT A. L. FISHER	Minister of Education under Lloyd George
FRANCIS W. HIRST	Lecturer, London School of Economics; Former Editor of "London Economist"

INSTITUTE OF INTERNATIONAL EDUCATION

<i>Name</i>	<i>Position</i>
WILLIAM SEARLE HOLOSORTH	Vinerian Professor of English Law, Oxford University
HAROLD LASKI	Professor of Political Science, University of London
WALTER THOMAS LAYTON	Editor of "London Economist"; Director, Economic and Financial Section, League of Nations
BERNARD PARES	Head of School of Slavonic Studies, University of London
RENNEL RODD	British Delegate to the League of Nations, 1921 and 1923. Ambassador to Italy.
JOHN HOLLAND ROSE	Vere-Harmsworth Professor of Naval History, Cambridge University
R. W. SETON-WATSON	Professor of History, University of London
ARTHUR E. TWENTYMAN	Secretary, British Board of Education in London
GEORGE YOUNG	Member of Advisory Committee on Foreign Affairs of the Labour Party in England
ALFRED E. ZIMMERN	Professor of Ancient History, New College, Oxford
France	
LOUIS CAZAMIAN	Professor of English Literature, Sorbonne
CHARLES CESTRE	Chargé de Cours d'Anglais, Sorbonne
HENRI CHAMARD	Professor of Literature, University of Paris
BERNARD FAÏ	Professor of American Civilization, Collège de France
PIERRE FRÉDÉRIX	Author and Journalist
JACQUES HADAMARD	Professor of Mathematics, Collège de France
EMILE LEGOUIS	Professor of English Literature, Sorbonne
ANDRÉ SIEGFRIED	Professor at École Libre des Sciences Politiques, Paris
Germany	
*CARL BECKER	Former Prussian Minister of Education
MORITZ J. BONN	Sometime Professor of Political Economy at Handelshochschule, Berlin
CARL BRINKMANN	Professor of Political Science, University of Heidelberg
JULIUS CURTIUS	Former Minister of Foreign Affairs
*W. DIBELIUS	Head of Department of English, University of Berlin
ERNST JACKH	Founder and first President of Hochschule für Politik, Berlin
HERBERT KRAUS	Sometime Professor of International Law and Diplomacy, University of Göttingen
*ALBRECHT MENDELSSOHN-BARTHOLOMY	Professor of International Law, University of Hamburg; Director of Institute of Foreign Policy in Hamburg

NINETEENTH ANNUAL REPORT OF THE DIRECTOR

<i>Name</i>	<i>Position</i>
HJALMAR SCHACHT CAMILLO VON KLENZE	President of Reichsbank Sometime Professor of German-American Cultural Relations and History of American Literature, University of Munich
Holland	
A. J. BARNOUW	Queen Wilhelmina Professor, Columbia University
* CORNELIUS LELY	Civil Engineer; President-Curator of Delft University.
Hungary	
* ALBERT APPONYI	Member of Parliament
India	
S. L. JOSHI	Professor, College of Baroda
Italy	
FRANCO BRUNO AVERARDI	University of Florence
* RAFFAELLO PICCOLI	Professor of English Literature, Univer- sity of Padua
GAETANO SALVEMINI	Formerly Professor of Mediaeval and Modern History, Universities of Messina, Pisa and Florence
CARLO SFORZA	Former Minister of Foreign Affairs
Japan	
YUSUKA TSURUMI	Publicist
Mexico	
JOSÉ VASCONSELOS	Minister of Education in Obregón Ad- ministration, Mexico
Norway	
CHRISTIAN L. LANGE	Secretary-General of the Inter-Parlia- mentary Union; Member of Norwegian Delegation to the League of Nations Assembly
Palestine	
HANS KOHN	Sometime Lecturer at Workmen's Semi- nary, Jerusalem
Peru	
VICTOR ANDRÉS BELAUNDE	Professor of International Law and Political Science, University of San Mateo, Lima, Peru
The Philippines	
MAXIMO M. KALAW	Dean of the Department of Political Science, University of the Philippines, Manila
Roumania	
NICHOLAE IORGA	University of Bucharest

INSTITUTE OF INTERNATIONAL EDUCATION

<i>Name</i>	<i>Position</i>
	Russia
*SERGIUS A. KORFF	Formerly Professor of Russian Law and History, University of Helsingfors, Finland, and Women's University of Petrograd
ALEXANDER VON MEYENDORFF	Lecturer on subjects relating to Russia and Trade in East Europe, School of Slavonic Studies, King's College, and School of Economics, University of London
	Scotland
H. J. C. GRIERSON	Regius Professor of English Literature, University of Edinburgh
	Spain
RAMÓN DE AYALA AMERICO CASTRO	Spanish writer on art and literature Professor of Spanish Language and Literature, University of Madrid
ISABEL DE PALENCIA	Member of the Royal Academy of Arts and Sciences, Cadiz
JOSÉ CASTILLEJO	Director, Junta para Ampliación de Estudios, Madrid
	Syria
AMEEN RIHANI	Author and lecturer
	Wales
CHARLES KINGSLEY WEBSTER	Professor of International Politics, University College of Wales at Aberystwyth

* Deceased.

In addition to the lecturers which the Institute has circuited, the availability of some 322 independent foreign lecturers in this country has been announced in the monthly News Bulletin. This list includes such men as Fernando de los Rios, Alfred Adler, Charles T. Loram, and Hu Shih.

This activity in the field of adult education, fine as it is, did not fulfill the hope of the Institute. When the Institute was founded, the Director visited institutions of higher education in all parts of the country to consult with scholars as to its program and had become aware of the places that most needed the presence of scholarly foreigners. The visiting professor was available only to the colleges and universities that could pay him a fee. Where he was needed most, however, was in the smaller and more remote institutions that could not afford to

pay him this fee. Many of them had never had a foreigner on their campus even as a visitor. But the Institute had no funds with which it might send him. Fortunately in 1934 the Woodrow Wilson Foundation selected the Institute as one of the organizations which should share in the awards made by it annually to agencies which had done most to realize the aims of the Foundation: sound education for peace. It made a grant to the Institute of \$4,000 and this enabled the Institute to realize a long deferred aim.

The Institute selected one area in the South and another in the Northwest, and inquired of the presidents of various small colleges whether they would cooperate in a plan whereby a foreign scholar would spend half a week upon the campus of each as the guest of the college. He would lecture to the students on problems of international affairs and discuss with faculty members and advanced students details of these problems. The people of the small communities were to be invited to a public lecture. The Institute paid the fees of the lecturer. The response to the inquiry was a unanimous affirmative. Realizing the strenuous nature of a program calling for half a week of continuous lecturing at some institutions, the Institute invited Dr. Karl Polanyi, a young Austrian, editor of *Der Osterreichische Volkswirt* of Vienna; and M. Etienne Denery, a young professor at the *École Libre des Sciences Politiques* and the economic expert of the Lytton Commission, to undertake the program.

In 1936 the Carnegie Corporation of New York gave to the Institute of International Education \$4,000 with which to continue the sending of foreign lecturers to the smaller and more remote colleges, and in the winter and spring of that year Mr. Donald Grant of Edinburgh visited 22 such colleges in the southern and middle western states.

The Cooperative Lecture Plan

The result of the sending of these three men to discuss international problems on American campuses was that letters began to come in to the Institute from colleges in all parts of the country asking that they too might be visited by such a lecturer. As the fund at the disposal of the Institute was such

a modest one, it was out of the question to send lecturers free of charge to all of our colleges. Therefore during the year 1936-1937 the Institute organized the Cooperative Lecture Plan, so named because the expense of sending these two-day visitors was divided between each college and the Institute. The colleges agreed to pay a certain sum and to extend hospitality, and the Institute supplemented this with a sum towards meeting traveling expenses. The United States was divided into regions, one lecturer visiting all the institutions inviting him in one region. This reduced considerably the expenses of railway journeys and gave the students in a region the benefit of all having heard the same speaker. During the year 1936-1937, foreign lecturers were sent to the colleges in the following regions:

Louisiana, Mississippi, Alabama, and Florida
Colorado, Southern Idaho, Utah, Wyoming, and New Mexico
Washington, Oregon, Northern Idaho, and Montana
Kentucky, Indiana, and West Virginia
Georgia, Tennessee, and South Carolina
Texas, Oklahoma, and Missouri
Ohio
New England States
New York State and four Canadian colleges

The Professor on Sabbatical Leave

The Institute was fortunate at the beginning of its career in being provided by the Carnegie Endowment with a sum to enable distinguished American professors on sabbatical leave to accept invitations from foreign universities to lecture to their students. The Institute provided traveling expenses to the foreign university and return. This was a very helpful activity in spreading a knowledge in foreign countries of the kind of scholarship that existed in American universities, a knowledge that had not prevailed in some of the foreign universities before the war. Some 45 of the ablest scholars in our universities were enabled to take advantage of this opportunity before it was brought to a close at the end of three years. Since then the Institute each spring requests our universities to inform it of the professors who will be on sabbatical leave the following year, whether they will go abroad and, if so, to what

country. It then sends to the representatives of the Institute in the several countries the names and fields of work of the professors who will be visiting each country. In recent years some of our distinguished scholars have been honored by requests to lecture at foreign universities.

Special Exchanges

In 1921 the Institute was requested to revive the exchange professor system by initiating an exchange of distinguished engineering professors between France and the United States. Seven universities,—Harvard, Massachusetts Institute of Technology, Yale, Columbia, Cornell, Pennsylvania, and Johns Hopkins,—each deposited \$1,000 with the Institute to pay the expenses of an American professor to visit France. The French university met the expenses of its own professor. Each French professor was to spend one month in each of the seven contributing American universities in observing our system of educating engineers and comparing it with the French system. The same experience was secured by the American professors in France. On both sides the fortunate recipients of this great opportunity published accounts of their observations and thus enabled teachers of engineering generally in the two countries to profit by the activity. It was an admirable movement which might profitably be followed in other fields of study.

But the Institute had not waited to provide exchanges upon so large a scale. As early as 1922 the Institute arranged an exchange between Professor Guido Biagi of the University of Florence and Professor Kenneth McKenzie of the University of Illinois. Later, Dean P. M. Buck of the University of Nebraska exchanged with Professor S. L. Joshi of Baroda, India, who made so fine an impression upon scholars here that when Dartmouth College founded the chair of Comparative Religion and Indian Philosophy he was invited to fill it. As in the case of student fellowships, the Institute was also requested to administer special lectureships. The Italy America Society turned over to the Institute the administration of the Westinghouse professorship in Italy which had been founded by the Westinghouse Corporation. The Insti-

tute sent Leland Rex Robinson of Columbia University to lecture on American civilization. He was followed by others, including Stark Young of the *New Republic*. The professorship was discontinued, with so many other worthwhile activities, in the depression of 1929.

Last year the Jesse Isidor Straus Traveling Lectureship was established in memory of the former Ambassador from the United States to France. The lectureship is to enable an eminent French scholar to visit the United States for not less than six months during the scholastic year and deliver lectures without honoraria at our colleges and universities on some phase of French civilization and culture. This method of strengthening cultural cooperation between France and the United States had been suggested by the Institute, which was requested to assist in the selection of the lecturer and the planning of his itinerary. The first recipient was Monsieur Jean Prévost, a distinguished author and journalist. This year the lectureship is held by an eminent economist, Father Victor Dillard, S.J.

The Professor in Exile

One of the most helpful enterprises undertaken by the Institute resulted from the successive political revolutions that have followed the world war. In 1922 the Institute published a booklet containing the names, fields of work and whereabouts of the large numbers of Russian professors who had fled from Russia after the Bolshevik revolution. This directory, though by no means complete not only enabled some of these men to find positions but it assisted friends and relatives to locate them. The Institute was also successful in helping several exiled Italian professors to obtain chairs in American universities after the Fascist revolution.

In 1933 there was established in the office of the Institute, the Emergency Committee in Aid of Displaced German Scholars with the same aim. The Nazi revolution was on a so much greater scale, so far as its effects upon university professors are concerned that the work of the Emergency Committee had to be more carefully safeguarded. It was decided that only the

more distinguished university professors should be considered and even then only if their presence had been requested by an American university. Moreover, in order that such a professor might not become a burden upon the university budget, it was decided to provide his salary for two years so that opportunity might be given the university to determine whether it wished to invite him to become a permanent member of the faculty. The plan was so carefully safeguarded and so efficiently administered that since its inception 116 displaced German professors have been given the opportunity to teach in our universities and 51 have been absorbed. At the present moment the Institute is engaged in attempting to place some of the scholars exiled by both sides in the war raging in Spain. The American colleges and universities deserve unbounded admiration for the fine attitude they have taken toward the splendid scholars who have been driven from their homelands for reasons that have nothing to do with their competence as scholars and teachers. This attitude has enabled these scholars to earn their living and continue their researches but it has also enabled our universities to profit by the intolerance of European countries.

Special Visitors

The exchange and visiting professors, however, form but a small proportion of the scholars and educators whom the Institute has served. Since its foundation more than 200 foreign visitors from 32 different countries have written to the Institute pending visit to the United States and have asked for aid in arranging their itineraries so as to make the best use of their time in this country while pursuing the investigation of some special problem. These special problems are not always in the ordinary fields of scholarship but include such diverse subjects as traffic problems, radiology, research on insulin, and unemployment. By means of letters of introduction these visitors have been brought into contact with experts in their various fields of study and in many cases itineraries have been arranged in order to assist the visitor in making the most of the time at his disposal. An even larger number of Americans

have been assisted in a similar way in pursuing their studies and researches in foreign countries.

A recent specific instance of the assistance to American research scholars abroad was a grant which was made by one of the trustees of the Institute to be used in helping American graduates engaged in research in England to visit archives and libraries outside London.

IV. LATIN AMERICAN RELATIONS

Student Exchange

From its very inception the Institute was deeply interested in closer cultural relations with the Latin American countries and deplored the apparent indifference to them upon the part of our people. It soon began and has since maintained active correspondence with the educational administrative authorities of the various Latin American countries. It was not, however, until 1929 that the Institute was able to put into operation plans to realize its ideals. In that year the Council on Inter-American Relations, an organization made up of American business men having commercial relations with the Latin American countries presented the Institute with \$8,000 to enable it to put into operation its schemes for educational cooperation. In 1931 the Director spent most of half a year visiting all the countries of South America, save Venezuela, explaining to scholars and administrators the methods whereby success had been secured by the Institute in developing cultural relations with the European countries. At the same time he lectured at the principal universities upon aspects of American civilization. In some of the great centers of culture there were formed organizations of forward-looking scholars and educators which became the representatives of the Institute in those countries.

Largely because of the continued financial support of the Council on Inter-American Relations and of special grants made from time to time by the Carnegie Endowment the development of cultural cooperation with Latin America has been rapid, though very much remains to be done. The student exchange was, of necessity, organized differently from the exchanges with the European countries. The Latin Americans prefer European civilization to ours and Latin American students interested in philosophy, art, and music go to Europe, usually to France, for additional instruction. But there is great admiration for American accomplishments in the various fields of science and industry. Hence students of medicine,

engineering, technical research, agriculture, journalism, education, and social problems come here in large numbers. It is these whom the Institute approves of bringing to the United States as being of greatest value to the rapidly developing material aspects of civilization in the Latin American countries. It is chiefly to such carefully chosen students that the scholarships at the disposal of the Institute have been given.

Our own students also go to the European countries for additional study in art, music, science, and philosophy. The result is that the student exchange with Latin America is largely a one sided affair, American students going in small numbers to study social conditions, archaeology, anthropology, ethnology, Latin American history and institutions, and Latin American literature. However during the past year, as an indication of the increasing interest in the development of cultural relations between Latin America and the United States, the University of Chile has offered through the Institute, two fellowships to American graduate students for study at that University. This is in addition to two fellowships for American students for study at the Summer School of the University of Chile. Moreover, the Instituto Brasil-Estados Unidos has offered, on an exchange basis, three fellowships for young instructors from American colleges or universities to study in Brazil for six months in the academic year, 1938-1939. The Institute hopes that such exchanges will increase during the succeeding years. Another new scholarship is that for study in Uruguay, which was awarded this year on an exchange basis to Texas State College for Women.

Since 1930 the Institute has brought to the United States on fellowships of different kinds some 153 students from Latin America. The estimated value of these fellowships is \$102,230. As these fellowships have nearly all been granted by our colleges and universities without exchange it is a really remarkable tribute to the generosity of our institutions of higher education and of their vision in seeking to develop on the western hemisphere the basis of peace, namely, mutual understanding. It is not our colleges and universities only that have responded so generously to this appeal. The Munson Steamship Com-

pany has annually provided free transportation for three scholars from Argentina and return. In the spring of 1937, Pan American Airways placed at the disposal of the Institute one transportation fellowship for a student from each of the 20 Latin American countries to the United States and return. The generosity of this provision can be realized when one learns that aerial transportation from Buenos Aires to New York and return costs \$900.

One can hardly overemphasize the importance of the student exchange with Latin America. Latin American students come to the United States by the hundreds to study in our institutions of higher education. But the great value of the student exchange is the care which is given in the selection of the students for the fellowships and their friendly attitude towards our country upon their return. In almost every case they secure important positions either in government service or private business, and write for newspapers and magazines about their experiences in the United States. They almost always return to their own countries not only as admirers of our civilization but anxious to remove prejudices and misunderstanding and to stimulate a flow of their students to our own universities.

Exchange of Professors

In 1929 the Institute arranged for a visit of 22 Argentine educators who remained in the United States for six weeks studying educational institutions in Boston, Chicago, Washington, and the New York area. They also visited libraries, museums, industrial plants, and social service organizations. The visit had been sponsored in Buenos Aires by the organization which represents the Institute there, the Instituto Cultural Argentino-Norteamericano. The Instituto received a great stimulus from the visit. Upon the return of the group several teachers inaugurated a series of classes for the teaching of English at the Instituto Cultural. These courses have had a phenomenal growth and attendance at them today is over 3,000. The Instituto also established an American bookshop

for the sale of American books. In 1930 the Institute organized a visit of 12 Brazilian scholars with equally happy results. This visit was the stimulus to the establishment some years later of the Instituto Brasil-Estados Unidos. This fine body was organized to spread a better knowledge of the United States among Brazilians particularly by means of the exchange of students and professors. In 1935 the Institute made arrangements for a group of six Chilean educators headed by the Rector of the University of Chile to visit our chief educational centers from San Francisco to New York. The Institute was enabled to carry out the plans for the visiting commissions from Argentina, Brazil, and Chile by funds generously provided by the Carnegie Endowment.

The visits of these commissions greatly stimulated the desire of Latin American scholars to become more intimately acquainted with our culture. The Institute, therefore, arranged itineraries for lectures in our colleges by the following Latin Americans: Gabriela Mistral, the Chilean poetess; Victor Belaunde, the Peruvian historian; Jorge Mañach, the Cuban essayist and critic. In the winter of 1935 three distinguished Brazilian scholars, Dr. Carlos Delgado de Carvalho, Dr. Laurenço Filho, and Dr. Carneiro Leão, sent by the Federal District of Rio de Janeiro to investigate aspects of American education, were provided by the Institute with the necessary letters of introduction. Señora Amanda Labarca of the University of Chile will lecture this year at the summer session of the University of California, and Professor Gilberto Freyre of the University of Rio de Janeiro, at Columbia University. The number of visitors to the Institute from the Latin American countries is increasing rapidly and makes large demands upon our Latin American bureau.

American Professors in Latin America

It is not only in the one direction, however, that the exchange of scholars has been stimulated. In 1933 the Institute was requested to suggest to the newly founded *Escola de Sociologia e Politica* of São Paulo an American sociologist. Professor S. H.

Lowrie who was recommended by the Institute has been there ever since. He has not only filled his chair most satisfactorily but has rendered valuable service to the municipal government as a statistician and government adviser. Two years later Professor Paul Vanorden Shaw was recommended by the Institute to be the Professor of American Civilization at the University of São Paulo. He has become in addition one of the most highly respected contributors to the Brazilian newspapers. Last year at the request of the University of Chile for two American professors to participate in its first summer session, the Institute secured Dean Esther Gaw of Ohio State University who lectured on education, and Professor Henry A. Holmes of the College of the City of New York who gave a course on Contemporary North American Literature. In April 1937 Dr. R. E. López, the newly appointed Minister of Education in Venezuela, called at the Institute to discuss his plans for introducing into Venezuela a more practical and less academic type of education. Upon the recommendation of the Institute, Dr. Pedro Cebollero, Assistant Commissioner of Education in Puerto Rico, was appointed Principal of the new Industrial and Trade School, and Mr. Paul Wingeyer of the University of California, chief of the new division of physical education. Similarly when the Rector of the University of Panama called at the Institute last year for advice as to filling the chair of physics by an American scholar, the Institute recommended Dr. Daniel Q. Posin of the University of California who has given complete satisfaction. The Institute completed arrangements during the past year for Walter R. Watson, who has recently received his Ph.D. from the University of California, to teach philosophy and history at the University of Panama. Professor I. J. Cox who was invited this spring to lecture at the summer session of the University of Puerto Rico is being circuited by the Institute to lecture at other of the Caribbean universities when his work in Puerto Rico is completed. It is obvious to what an opportunity the services of the Institute have been called in the field of professorial exchange since the inauguration of its direct interest in 1929.

Libraries

The use of spoken English has only recently become part of the curriculum of most liceos in Latin American countries, but the ability to read English is quite widespread. As the vast majority of Latin Americans will be unable to visit the United States the next best thing is for them to read about it. There are very few books on the subject in Spanish and Portuguese. Hence the Institute has been very anxious to see that the most important libraries be provided with books on aspects of American civilization such as history, institutions, literature, education, and philosophy. With \$4,000 provided by the Carnegie Endowment, the Institute was enabled to send a carefully selected library on those subjects to San Marcos University at Lima, to the University of Córdoba in Argentina, to the Instituto Cultural at Buenos Aires, and to the National Libraries at Santiago and Rio de Janeiro. In 1933 the Central Library of Education at Rio de Janeiro sent \$800 to the Institute with the request that it select the best books on various phases of education. The selections gave such satisfaction that the Central Library sent \$1,000 in 1937 for additional books on education. When the Director made his visit to the South American countries in 1931 he discovered that the shelves of the bookstores in the chief cities were empty of American books, due almost exclusively to their high cost. As the result of a conference held last May with officials of the principal publishing houses in New York, a representative selected by them will visit the chief cities of the Latin American countries to investigate the possibilities of developing a market for American books.

Other Activities

The desirability of an acquaintance with each other's literature applies as well to the fields of art and music. In 1931 a Pan American exhibition of paintings was held in Baltimore, though not under Institute auspices, and then sent around to various large cities in the United States and it aroused much interest. In the same year Dr. Enrique Gil, then President of

the Instituto Cultural visited the United States and brought with him a representative group of etchings, lithographs and dry points by Argentine artists and requested the Institute to make arrangements for their exhibition. They were shown with good effect at the Corcoran Gallery in Washington, the Roerich Museum in New York, and in other cities. In music the main thing that has been done consists of the concerts of Latin American music given several times a year by the Pan American Union. It would be a distinctly worth while enterprise for a great foundation to circuit an American philharmonic orchestra among the great cities of Latin America.

The Institute assisted in the organization of summer schools in English at Rio de Janeiro and Lima but unfortunately the former had to be given up because of inadequate attendance and the latter as the result of a revolution in Peru. However the summer session of the University of Mexico is a distinct success. The Institute distributes its program widely each year throughout the United States. The large group of Americans who attend is made up largely of teachers and students of Spanish. The work accomplished is excellent. Another successful summer session is the one at the University of Puerto Rico.

This statement of its activities in Latin America would not be complete without an expression of its deep indebtedness to the Pan American Union which has always placed its manifold resources at the disposal of the Institute.

The Division of Cultural Relations of the State Department

The news has recently been published of the organization of a new division in the State Department, that of Cultural Relations. Mention is made of it in this part of the Annual Report because during the first year it will confine its activities to cooperation with Latin America. Its object is to engage as an official agency in the same activities in which this Institute is engaged as a private organization. It can, of course, do many things that the Institute cannot and other things upon a much greater scale. This is particularly true in the fields of the press, the movies, and the radio. The Institute brought

two Argentine students of journalism from Buenos Aires to the Columbia University School of Journalism, one of whom is now New York correspondent for *La Nacion* and the other associated with the United Press. They have already done much to remove misconceptions of American life in Latin America. But the new Division can provide the foreign press with news of constructive activities of American civilization other than those of a sensational type so widely spread abroad at present. Again when the Instituto Cultural of Buenos Aires requested the Institute to furnish it with some educational movies, the Departments of Agriculture and of the Interior cooperated in sending some excellent films on our national parks. The new Division will be able to do this on a much greater scale. But particularly true is it that while the Institute brought this year 38 Latin American students to the United States upon scholarships and made a few exchanges of professors, the new Division will multiply this number many times when Congress provides the money necessary to realize Pact No. VIII adopted at the Buenos Aires conference. The new Division has a splendid opportunity to develop on a large scale the work of international understanding. The Institute of International Education will cooperate to the limit of its resources.

V. THE INSTITUTE STAFF

The calls that have been made upon the Director for service in foreign countries are a gratifying evidence of the confidence held abroad in the value of the work of the Institute. In all cases the visits abroad were made at the expense of the government requesting the service. The Philippine government in 1925 invited the Director to be a member of an educational mission to make a survey of its educational system and recommend changes for improvement. In 1934 the Director accepted an invitation from the Soviet government to perform a similar service. The Committee on Intellectual Cooperation of the League of Nations in 1930 requested him to substitute at Geneva for the American member, Dr. Millikan, who was to be absent. The Secretariat of the League of Nations requested him to become a member of a Committee of Inquiry to decide upon the future status of the Institute of Intellectual Cooperation at Paris; our State Department in 1929 sent him as our representative at a meeting of Rectors and Deans of Latin American universities; the Council on Inter-American Relations in 1931 sent him to visit nine of the ten South American countries to lecture at their universities and report upon measures of improved cooperation. A request of the government of Turkey to visit that country to consult upon problems of university reform had to be declined for lack of time. In fact were the Director to accept all the invitations extended from foreign countries, he would seldom be able to serve in his own country.

The calls for service in our own country are even more numerous. The Director has read papers upon various aspects of international education at the meetings of the Association of American Universities, Association of American Colleges, the American Association of University Professors, the American Association of University Women and various regional groups.

At the time of the Harvard Tercentenary the Director accepted an invitation to act as Secretary of a committee of

eminent non-Harvard men for the purpose of giving evidence of their appreciation of the importance of the Tercentenary in the cultural history of the United States. The committee was successful in raising a substantial fund for presentation to the President of Harvard at the Tercentenary celebration.

The Assistant Director came to the Institute after a long service as Dean at Robert College, Istanbul. Like the Director, he is in constant demand as a speaker on international affairs at educational gatherings.

In the retirement last April of Miss Mary L. Waite as Executive Secretary, the Institute experienced a distinct loss. When the Institute was organized in 1919, Miss Waite assumed the duties of the position which she held until she retired from active service. Uniformly capable and wise in carrying out the many details connected with her position, she had been helpful also in the development of the general policies of this field.

The work accomplished by the Institute during its existence is the result of the efforts of a devoted and efficient staff. The activities we are engaged in require the kind of intelligence and ability that comes only with long experience. Because of our limited resources, it is difficult to meet the increasing demands made upon the time and energy of the members of the staff and sometimes an emergency results in a good deal of overwork. That is merely an evidence, however, of the place that the Institute has come to hold in the educational world.

This is a brief survey of the main lines of the activities of the Institute of International Education. These lines in their detail reach annually into all quarters of the globe, into hundreds of academic and non-academic institutions and organizations, and into the lives of thousands of teachers and students in this and many lands. At this time of confusion and uncertainty, of attacks upon the integrity of the universities in many quarters, and of threats to the free development of culture and civilization, there is a particular imperative for the continuance of this work with as generous a degree of support as can possibly be granted.

I cannot close this report without once more expressing my gratitude for the continued confidence of the Board of Trustees. They have made the work of the Director and his staff a pleasure that inspires them to overcome what would otherwise be discouraging obstacles.

Respectfully submitted,

STEPHEN DUGGAN,

Director.

APPENDIX

TABLE I
AMERICANS STUDYING ABROAD

Asterisk indicates estimated value of grant

*Exchange Fellowships	<i>No. of grants</i>	<i>Total value</i>
Austro-American Student Exchange	49	\$ 12,490
Chinese American Student Exchange	3	900
American Czechoslovak Student Exchange	87	34,800
Franco-American Student Exchange Fellowships (247), Assistantships (259)	506	100,770
American German Student Exchange	566	172,000
American Hungarian Student Exchange	39	22,500
American Italian Student Exchange Fellowships (97), Assistantships (24)	121	64,610
American Spanish Student Exchange	11	4,400
Swiss American Student Exchange	69	24,546
Latin American Student Exchange	4	1,200
	1,455	\$438,216
Additional Grants under various funds		
American Field Service Fellowships, Inc.	110	\$142,800
Carnegie Art Scholarships (Summer)	228	89,650
Summer trips to France (in 1935)	11	3,025
Junior Year Scholarships to France	141	42,300
Germanistic Society Fellowships	12	13,250
Junior Year to Germany	45	9,850
Carl Schurz Vereinigung (Summer trips)	16	9,600
Junior Year Abroad (N. Y. Committee)	52	52,000
Willard Straight Fellowship (China)	2	5,000
Salzburg Mozarteum Summer Scholarship	3	810
Chile Summer School plus Carnegie grant	4	2,120
	624	\$370,405
<i>Totals</i>		
	<i>No. of grants</i>	<i>Value</i>
Exchanges	1,455	\$438,216
Additional grants	624	370,405
	2,079	\$808,621

TABLE II

AMERICANS STUDYING ABROAD

*Arranged alphabetically by country of study
Asterisk indicates estimated value of grant*

	<i>No. of grants</i>	<i>Value</i>
AUSTRIA		
*Austro-American Student Exchange . . .	49	\$ 12,490
*Salzburg Mozarteum Summer Scholarship . . .	3	810
CHINA		
*Chinese American Student Exchange	3	900
Willard Straight Fellowships	2	5,000
CZECHOSLOVAKIA		
*American Czechoslovak Student Exchange . . .	87	34,800
DENMARK		
Junior Year Scholarship (N. Y. Committee) . .	1	1,000
ENGLAND		
Junior Year Scholarship (N. Y. Committee) . .	6	6,000
FRANCE		
*Franco-American Student Exchange Fellowships (247), Assistantships (259)	506	100,770
American Field Service Fellowships	110	142,800
Carnegie Art Scholarships	228	89,650
Junior Year Scholarships (Delaware Plan) . . .	141	423,000
Junior Year Scholarships (N. Y. Committee) . .	22	22,000
*Summer trip to France, by French Government	11	3,025
GERMANY		
*American German Student Exchange	566	172,000
Germanistic Society Fellowships	12	13,250
Junior Year Scholarships (Munich)	45	9,850
Junior Year (N. Y. Committee)	14	14,000
*Carl Schurz Vereinigung Summer Trips	16	9,600
HUNGARY		
*American Hungarian Student Exchange	39	22,500
ITALY		
*American Italian Student Exchange Fellowships (97), Assistantships (24)	121	64,610
Junior Year Scholarship (N. Y. Committee) . .	2	2,000
SCOTLAND		
Junior Year Scholarship (N. Y. Committee) . .	2	2,000
SPAIN		
*American Spanish Student Exchange	11	4,400
Junior Year Scholarship (N. Y. Committee) . .	4	4,000
SWITZERLAND		
*American Swiss Student Exchange	69	24,546
Junior Year Scholarship (N. Y. Committee) . .	1	1,000
SOUTH AMERICA		
*Latin American Student Exchange	4	1,200
(1 - Havana; 3 - Chile)		

TABLE III
GRANTS TO FOREIGN STUDENTS UNDER AUSPICES
OF THE INSTITUTE OF INTERNATIONAL
EDUCATION

*Chiefly through cooperation of colleges and universities
 under Exchanges*

1922 - 1938

<i>Nationality</i>	<i>No. of grants</i>	<i>Estimated value</i>
Austrian	67	\$ 48,730.00
Chinese	3	3,000.00
Czechoslovaks	127	93,260.00
French	309	220,595.00
German	642	503,225.00
Hungarian	87	64,555.00
Italian	103	85,590.00
*Latin American	153	102,230.00
Spanish	19	16,540.00
Swiss	92	68,737.00
†Other nationalities	36	28,350.00
	Total 1,620	\$1,228,712.00

* Included in these grants to Latin Americans the following were gifts outside of colleges:

1 Prize essay.....	\$2,500
1 Special grant.....	1,200
15 Munson prizes.....	1,500
1 Pan American Airways.....	900

Total 18 \$6,100

The distribution of Latin American students among various South American countries: Argentina, 45; Bolivia, 2; Brazil, 8; Chile, 20; Colombia, 8; Costa Rica, 6; Cuba, 3; Ecuador, 9; Honduras, 3; Mexico, 10; Nicaragua, 1; Paraguay, 1; Peru, 11; Uruguay, 10.

† Other nationalities outside of regular Exchanges represent following countries: Belgium; Bulgaria; China; England; Holland; Iraq; Ireland; Japan; Norway; Poland; Roumania; Russia; Turkey.

APPENDIX

TABLE IV
NUMERICAL STATEMENT OF EXCHANGES

	<i>To</i>	<i>From</i>	<i>Period covered</i>
Austria	49	67	1928-38
China	3	3	1935-38
Czechoslovakia	87	127	1922-38
France	506	309	1925-38
Germany	566	642	1925-38
Hungary	39	87	1925-38
Italy	121	103	1928-38
Latin America	4	135	1931-38
Spain	11	19	1929-38
Switzerland	69	92	1928-38

TABLE V
FINAL SUMMARY OF TOTAL GRANTS
OF ALL KINDS

	<i>Number</i>	<i>Value</i>
American Students Abroad	2,079	\$ 808,621
Foreign Students in United States	1,638	1,234,812
Total	3,717	\$2,043,433

NUMERICAL STATEMENT OF APPOINTMENTS FOR
THE ACADEMIC YEAR 1938-39 UNDER THE
AUSPICES OF THE INSTITUTE OF
INTERNATIONAL EDUCATION

EXCHANGE STUDENTS

		<i>Total</i>
American Czechoslovak Student Exchange		
Czechoslovaks to the United States	13	
Americans to Czechoslovakia	5	18
Franco-American Student Exchange		
French to the United States	44	
Americans to France (Fellows, 16; Assistants, 39)	55	99
American German Student Exchange		
Germans to the United States	54	
Americans to Germany	39	93
American Hungarian Student Exchange		
Hungarians to the United States	5	
Americans to Hungary	3	8
American Italian Student Exchange		
Italians to the United States	15	
Americans to Italy (Fellows, 15; Assistants, 2)	17	32
American Japanese Student Exchange		
Japanese to the United States	1	
Americans to Japan	1	2
Latin American Student Exchange		
Latin Americans to the United States	35	
Americans to Latin America	3	38
American Spanish Student Exchange		
Spaniards to the United States	2	2
Swiss American Student Exchange		
Swiss to the United States	10	
Americans to Switzerland	11	21

APPENDIX

VARIOUS GRANTS IN ADDITION TO EXCHANGES

Americans Abroad

		<i>Total</i>
In France:		
American Field Service Fellows	4	
Carnegie Art Scholars (Summer)	20	
Advanced Science Fellow for France	1	
Fellows of Société des Amis de l'Université de Paris	2	
Junior Year Students in Paris	14	
In Germany:		
Fellow of Germanistic Society of America	1	
Munich Junior Year Students (varying grants)	7	
Salzburg Summer Scholar	1	50

Foreigners in the United States

American Field Service Fellow from France	1	
* Pan American Airways System Travel Fellows	4	
Special appointee from Bulgaria	1	
" " " Finland	1	
" " " Great Britain	1	
" " " Holland	1	
" " " Ireland	1	
" " " Norway	1	
" " " Sweden	1	12

RECAPITULATION

Americans Abroad		
Under Exchanges	134	
On special grants in addition to Exchanges	50	184
Foreigners in the United States		
Under Exchanges	179	
On special grants in addition to Exchanges	12	191
<i>Total</i>		375

* Six additional Travel Fellowships were granted to students already holding fellowships under the Exchange.

INSTITUTE OF INTERNATIONAL EDUCATION

AMERICAN FELLOWSHIP AND SCHOLARSHIP STUDENTS
AND ASSISTANTS ABROAD

UNDER THE AUSPICES OF THE
INSTITUTE OF INTERNATIONAL EDUCATION

For the year 1938-39

*(Arranged by the countries in which they are studying
and by the name of award)*

IN CHILE

Latin American Student Exchange

JOHN E. ENGLERIKK, B.A. Bard College; M.A. Northwestern University; Philadelphia; at Komenský University, Bratislava.

DOROTHY M. KRLOSS, B.A., M.A. University of Texas; Candidate Ph.D. University of California; at Summer School Session, University of Chile.

IN CZECHOSLOVAKIA

American Czechoslovak Student Exchange

JOHN KANYUCH, B.A. Muhlenberg College; Lutheran Theological Seminary, Philadelphia; at Komenský University, Bratislava.

ELLA ANGELICA KOEMEL, B.A., M.A. University of Texas; at Charles University, Prague (1937-39)

A. CURTIS LAFRANCE, B.A. Yale University; Yale University; Columbia University; at Charles University, Prague

JOHN MINNO, B.A. University of Pittsburgh; at Charles University, Prague

VILEM SOKOL, B.Mus. Oberlin Conservatory of Music; at the State Academy of Music, Prague

IN FRANCE

Franco-American Student Exchange Fellowships

MARY E. BEEBE, B.A. Russell Sage College; Candidate M.A. McGill University; at the University of Toulouse

M. GORDON BROWN, B.A. Washington Missionary College; M.A. Emory University; Candidate M.A. in Spanish Columbia University; at the University of Dijon

LUCY F. COWDIN, B.A. Mills College; at the University of Paris

THERESA E. DAVENPORT, B.A. Birmingham-Southern College; M.A. University of Southern California; at the Ecole Normale Supérieure de Sèvres

JEANE D. FAIR, B.A., M.A. University of Colorado; Candidate Ph.D. Northwestern University; at the Ecole Normale Supérieure de Sèvres

WINIFRED FRANK, B.A. Connecticut College; at the University of Lyon

MARJORIE D. HARWICH, B.A. Barnard College; at the University of Grenoble

ALICE M. HAWTHORNE, B.A. Russell Sage College; M.S. in Ed. New York State College for Teachers; at the University of Bordeaux

MARJORIE HOUGHTON, B.A. New Jersey College for Women; Candidate M.A. Bryn Mawr College; at the University of Grenoble

ELINOR R. JOHNSON, B.A. Augustana College; M.A. Oberlin College; at the University of Bordeaux

NANCY P. MARSH, B.A. Smith College; at the University of Bordeaux.

MAUDE LOUISE MILAR, B.A. Wells College; at the University of Lyon

LEONARD R. MOREY, B.A. University of Rochester; at the University of Bordeaux

APPENDIX

VIRGINIA LEE SIMMONS, B.A. Bennett College; M.A. University of Wisconsin; at the University of Paris
 ALICE H. TREMAIN, B.A. Wellesley College; at the University of Toulouse
 EARL A. WOOKEY, B. of Ch.E. University of Minnesota; at the University of Lyon

Assistantships for Teaching and Study. Offered by the French Ministry of National Education

C. HAL ALBRO, JR., B.A. University of Kentucky; at the Lycée de Bourges
 HERBERT E. BOWMAN, B.A. University of Pennsylvania; at the Ecole Normale d'Atlas
 ALMA E. C. BRADY, B.A. Wellesley College; at the Ecole Normale de Caen
 JOHN M. BRENNAN, B.A. Columbia College; at the Ecole Normale de Mâcon
 JUDITH B. BROOKS, B.A. Wellesley College; at the Ecole Primaire Supérieure de Trevoix
 ETHEL B. DOE, B.A. Wellesley College; at the Ecole Normale de Tulle
 MAYER J. FRANKLIN, B.A. New York University; at the Lycée de Besançon
 CAREY DEWITT ELDRIDGE, B.A. University of Virginia; M.A., Candidate Ph.D. University of North Carolina
 SADIE L. FRANKS, B.A. Furman University; at the Ecole Primaire Supérieure de Bohiges
 ALICE D. FRAZEE, B.S. in Ed., M.A. University of Wisconsin; at the Lycée de Mâcon
 MARGARET E. FREY, B.A., M.A. University of Wisconsin; at the Lycée de Guéret
 EMMA JANE GAMMELL, B.A. Miami University; at the Ecole Normale de Niort
 ELISABETH C. HIGH, B.A. Mount Holyoke College; at the Lycée de Bourges
 WILLIAM G. HOPE, B.A. University of Chattanooga; M.A., Candidate Ph.D. University of Wisconsin; at the Ecole Normale d'Aix-en-Provence
 ADELAIDE T. KERN, B.A. University of Cincinnati; at the Collège de Rochefort
 ARTHUR J. KNODEL, B.A. University of Southern California; at the Collège de Saint Germain-en-Laye
 CATHERINE C. LAUGHTON, B.A. Colby College; at the Ecole Primaire Supérieure de Tréguier
 JEAN M. LIBMAN, B.A. Barnard College; at the Ecole Normale de Tours
 V. LOUISE LOBITZ, B.S. University of Cincinnati; Candidate M.A. University of Nebraska; at the Lycée de Marseille
 HILDA C. MCCURDY, B.A. Agnes Scott College; M.A. University of Georgia; at the Lycée de Nîmes
 DONALD E. MACQUEEN, B.A. Adrian College; M.A. University of Michigan; at the Lycée de Dijon
 ELIZABETH MOFFAT, B.A. Western College; at the Ecole Normale de Moulins
 DOROTHY K. MOORE, B.A. DePauw University; at the Lycée de Périgueux
 RUTH T. MURDOCK, B.A. Vassar College; at the Lycée de Poitiers
 MARTHA NICKIAS, B.A., Candidate M.A. Syracuse University; at the Ecole Normale d'Aix-en-Provence
 MARGARET N. NORHEIM, B.A. College of St. Catherine; at the Ecole Normale de La Rochelle
 MINNIE E. O'HARA, B.A. Talladega College; Candidate M.A. New York University; at the Lycée d'Alger
 RAYMOND A. PATOUILLET, B.A. Columbia College; at the Ecole Normale de Rouen
 SALLY MACON PORTER, B.A. College of William and Mary; at the Ecole Normale de Melun
 MARGARET M. RILEY, B.A., M.A. University of Buffalo; at the Ecole Normale de Grenoble

INSTITUTE OF INTERNATIONAL EDUCATION

- LUCILLE ROY, B.S. in Ed. Virginia State College; at the Ecole Primaire Supérieure de Moissac
IMOGEN H. SPENCER, B.A. Crinnell College; at the Ecole Normale d'Amiens
ELEANOR TITCOMB, B.A. Mount Holyoke College; at the Lycée Saint-Just, Annexe, Lyon
POLLY M. WATERS, B.A. Wellesley College; at the Lycée d'Auxerre
JOSEPHINE L. WATKINS, B.A. Louisiana State University; at the Lycée de Ctenoble
MARJORIE M. WHELDON, B.A. University of Colorado; at the Ecole Normale de Valence
FLORENCE WHITESIDE, B.A. Scripps College; at the Ecole Normale de Mende
STANLEY WILLIAMS, JR., B.A. Bowdoin College; Candidate M.A. Harvard University; at the Lycée de Meaux
EVELYN MAE YETMAN, B.A. Barnard College; at the Lycée d'Oran

Advanced Science Fellowship for France

- CHARLES E. MORITZ, B.A. Dartmouth College; Ph.D. University of California; at the University of Paris

Société des Amis de l'Université de Paris Fellowships

- THOMAS D. BOWIE, B.A. Carleton College; at the University of Paris
FREDERICK C. SINGLETON, B.S., Candidate Ph.D. University of Florida; at the University of Paris

American Field Service Fellowships, Inc.

- RICHARD W. EMERY, B.A. Columbia College; M.A., Candidate Ph.D. Columbia University; at the Archives in Narbonne and Carcassonne and at the Bibliothèque Nationale, Paris
A. RICHARD OLIVER, B.A. Columbia College; M.A., Candidate Ph.D. Columbia University; at the Libraries of Paris
RALPH E. OESON, B.A. Nebraska Wesleyan University; M.A. University of Nebraska; Candidate Ph.D. Clark University; at the University of Paris
PHILIP A. WADSWORTH, B.A. Yale College; Candidate Ph.D. Yale University; at the Bibliothèque Nationale and the Arsenal, Paris

Summer Art Scholarships at the Institute of Art and Archaeology, Paris.
(Grants from the Carnegie Corporation of New York to the Institute of International Education for the summer session of 1938.)

- ABRAHAM H. BOBER, B.A. College of the City of New York; Graduate study Teachers College, Columbia University; Candidate M.A. New York University
HAROLD J. BRENNAN, B.A. Carnegie Institute of Technology; Associate Professor of Art, Westminster College
EDMUND H. CHAPMAN, Ph.B. Yale College; M.A. Yale University; Candidate Ph.D. New York University; Assistant Professor of Art, University of Colorado
CIBSON A. DANES, B.F.A. School of the Art Institute, Chicago; B. S., Candidate M.A. Northwestern University
MIRIAM B. DAVENPORT, B.A. Smith College; Candidate M.A. New York University
LOUISE A. DICKEY, B.A., M.A. Bryn Mawr College
MARY ANN FARLEY, B.A. Brooklyn College; M.A. New York University
JAMES B. FORD, B.A. Williams College; Candidate Ph.D. Harvard University
MURIEL FROMM, B.A. Hunter College; Candidate M.A. Columbia University
INEZ R. GARSON, B.A. Hunter College; Candidate M.A. New York University
JANE GASTON, B.A. University of Wisconsin; M.A. in Fine Arts, Candidate for Ph.D. Columbia University; Lecturer in Fine Arts. Barnard College
CERFALD F. CILMORE, B.A. Harvard College; Candidate Ph.D. Harvard University

APPENDIX

- ROBERT H. HUBBARD, B.A. McMaster University; Librarian, Art Library and Secretary of Fine Arts Department, McMaster University
JOHN H. B. KNOWLTON, B.A. Dartmouth College; Candidate M.A. New York University
ELIZABETH KUHLMAN, B.A. Vassar College; Candidate Ph.D. Radcliffe College
MARGERY MOODEY MAYER, B.A., M.A. Oberlin College; Curator of Slides, Oberlin College
JANE A. MULL, B.A., M.A. Wellesley College
MARY E. PARKER, B.A. University of Minnesota; Candidate Ph.D. Columbia University
CHARLES P. PARKHURST, JR., B.A. Williams College, M.A. Oberlin College; Acting Librarian, Oberlin College Art Department
ALDEN M. WICKS, B.A., Candidate M.F.A. Princeton University

\$300 Scholarships for the Junior Year in Paris

- ADELAIDE W. BOZE, Sweet Briar College
MARJORIE CHAMBERS, University of Delaware
JACQUES COUSIN, Brown University
SUSAN A. FRENCH, Mount Holyoke College
CLARICE Z. CROSSHANDLER, Wellesley College
MARION C. HUBBARD, Russell Sage College
HERBERT S. LANDSMAN, Dartmouth College
JOHN ROBERT LOY, Columbia College
* JANE W. MAYHEW, Wellesley College
KATHERINE L. MORGAN, Indiana University
EMILY C. PRICE, Randolph-Macon Woman's College
RITA M. ROESSEL, DePauw University
BARBARA A. STEEL, Bryn Mawr College
RICHARD TIRK, Cornell University

IN GERMANY

American German Student Exchange

- SAM FOLLETT ANDERSON, B.A. University of Kansas; at the University of Munich
HERBERT K. F. BAHR, B.M.E. Rensselaer Polytechnic Institute; at the Technische Hochschule, Hannover
LOUISE HELENE BITTNER, B.A. University of Illinois; M.A. Louisiana State University; at the University of Leipzig
FRANCES MARGARET BLISS, B.A. Carleton College; Carleton College; at the University of Heidelberg
ERNEST SMITH CLIFTON, B.A. University of Virginia; M.A. Louisiana State University; Louisiana State University; at the University of Köln
GILBERT S. COLTRIN, B.A. Pomona College; M.D. University of Rochester School of Medicine and Dentistry; University of California Medical School; at the Physiologisches Institut, University of Kiel (April - October, 1938)
LOUISE ATHERTON DICKEY, B.A., M.A. Bryn Mawr College; at the University of Berlin
VIRGINIA LOUISE ELLIS, B.A. Wittenberg College; at the University of Göttingen
LOUIS JAMES FORTMILLER, B.S. University of Rochester; at the University of Göttingen
RUTH EVELYN GARNER, B.A. Bethany College; at the University of Giessen
ELIZABETH CEEN, B.A., M.A. University of California; Radcliffe College; University of Iowa; at Hansa University, Hamburg
ELIZABETH GREEN, B.A. Wells College; at the University of Munich

* Special scholarship of \$200

INSTITUTE OF INTERNATIONAL EDUCATION

- ROBERT GEORGE HACKER, B.S. Knox College; at the University of Königsberg
PETER SIJER HANSEN, B.A. University of California; M.M. Eastman School
of Music; University of North Carolina; at the University of Munich
(1937-39)
MARJORIE PRINDLE HANSON, B.A. Connecticut College; at the University
of Jena
FREDERICK RIKER HELLEGERS, B.A. Princeton University; B.Th. Princeton
Theological Seminary; at the University of Tübingen (1937-39)
EDITH FRANCES HODGSON, B.A. University of Georgia; at the University of
Marburg
JOYCE LOIS HOEFT, B.A. University of California; at the Universities of
Jena and Berlin
CARL BADGER HOWLANO, JR., B.A. Rollins College; at the University of
Vienna
DOROTHY CREVE JARNAGIN, B.A. University of Georgia; at the University
of Freiburg
MARY ELIZABETH JOHNSTON, B.A. Mills College; M.A. in Mus. University of
California; University of Munich; at the Hochschule für Musik,
Munich
CATHARINE ANN KEYES, B.A. Cornell College; B.Mus. Oberlin College;
B.L.S. Columbia University Library School; M.A. Columbia University;
at the University of Munich
BETTY NAOMI KISTLER, B.A. Dickinson College; at the University of
Cöttingen
MARK OLIVER KISTLER, B.A. Dickinson College; at the University of
Frankfurt
JAMES ARTHUR LANE, B.S. in Chem., M.S. in Chem.E. Worcester Polytechnic
Institute; at the University of Cöttingen
RAYMOND FELL LILLIE, B.A., M.A. Stanford University; University of
California; University of Munich (1937-38); at the Universities of
Berlin and Bonn
MARTHA LONG, B.A. Agnes Scott College; at the University of Tübingen
HELEN LONDON MACLEOD, B.A. Knox College; Hartford Theological Semi-
nary; at the University of Tübingen
ADOLPH DIETRICH MEDER, JR., B.A. Wittenberg College; at Hansa Univer-
sity, Hamburg
JOHN H. MULLER, B.A. Colgate University; at the University of Munich
WILLIAM ARMSTRONG OATES, B.A. Harvard University; at the University
of Freiburg
JOHN LLOYD PERSON, B.S. United States Military Academy; B.S. in C.E.
Massachusetts Institute of Technology; at the Technische Hochschule,
Berlin
EDWARD VANSTONE POPE, B.A. Wesleyan University; University of Heidel-
berg; at the University of Munich
RICHARD CHARLES THOMPSON, B.S. in Ed., M.A. University of Wisconsin; at
the University of Freiburg
MARTIN JOSEPH TIERNEY, B.S. Middlebury College; at the Technische
Hochschule, Stuttgart
CHARLOTTE IDA WEISS, New Jersey State Teachers College; at the University
of Munich
WILLARD HALL WHITCOMB, B.S. Bates College; at the University of Rostock
DAVID JOHN WIEAND, B.A. Juniata College; Biblical Seminary; M.A. New
York University; at the University of Tübingen
WALTER WESSELHOEFFT WILLIAMSON, B.A. Lafayette College; at the Univer-
sity of Frankfurt
- Germanistic Society of America Fellowship**
THOMAS KITE BROWN, III, B.A. Haverford College; M.A. New York Uni-
versity; at the University of Munich

APPENDIX

Scholarships (varying amounts) for the Junior Year in Munich

- LOIS ARMOUR, Smith College
LOUISE BENZ, Mount Holyoke College
RUTH BIGGER, College of Wooster
BLANCHE HATFIELD, Mount Holyoke College
OLIVE HOLMES, Hollins College
ELIZABETH MARTIN, Swarthmore College
ANN MILLER, Pennsylvania College for Women

Salzburg Summer Scholarship

- FREDERICK FENNEL, B.Mus. Eastman School of Music; at Salzburg
Mozarteum Academy

IN HUNGARY

American Hungarian Student Exchange

- ALEXANDER HARSANYI, B.A. Columbia University; Juilliard Graduate School
of Music; at the Royal Hungarian Franz Liszt Academy of Music,
Budapest
BENNET RAGAN LUDDEN, B.A., B.Mus. DePaul University; at the Royal
Hungarian Franz Liszt Academy of Music, Budapest
E. LEWIS REVEY, B.A. Bates College; M.A. University of Michigan; at the
University of Budapest

IN ITALY

American Italian Student Exchange

- JEAN AUGUSTA ADKINS, B.S. in H.E. Purdue University; at the University
of Florence (Kappa Alpha Theta Sorority exchange)
RITA C. ALTABELLI, B.A. Hunter College; Columbia University; at the Uni-
versity of Rome (Eleonora Duse Exchange Fellow of the Italy America
Society)
PAUL MILBURN BEADLE, B.A. Southwestern Louisiana Institute; M.A. George
Peabody College; Louisiana State University; University of Milan
(1936-37); at the University of Rome
LEO JOHN BILLA, B.A., M.A. Boston University; at the University of Rome
MARGARET VERNON CUPP, B.A. Louisiana Polytechnic Institute; M.A.
Louisiana State University; at the University of Florence
BARBARA JEANNE ECKHART, B.A. Wellesley College; at the University of
Florence
SISTER MARY VINCENTINE GRIPKEY, B.A., M.A. University of Kansas; Ph.D.
Catholic University; at the Università del Sacro Cuore, Milan
RICHARD COMPTON HARRISON, JR., B.A. Princeton University; B.Arch. Colum-
bia University; at the University of Rome
BARBARA WILKINSON JENKINS, B.A. University of Georgia; at the University
of Rome
FATHER JOHN J. MANNING, B.A., M.A. Duquesne University; at the Univer-
sity of Rome
GIACINTO MATTEUCI, B.A., M.A. University of California; at the University
of Florence.
LOUISE ELIZABETH MEIXNER, B.S. Carnegie Institute of Technology; M.A.
American University; American University; at the University of Rome
CLAIRE WINTERED MURRAY, B.A. Barnard College; at the University of Rome
HENRIETTA RECHLIN, B.A. Barnard College; M.A. Bryn Mawr College; at
the University of Rome
STUART CAMPBELL WILLIAMS, B.S. in Chem.E. Purdue University; at the
University of Rome (Phi Kappa Psi Fraternity exchange)

Assistantships for Teaching and Study. Offered through the Italian Ministry of Education.

- A. FERDINAND ENGEL, Johns Hopkins University; at the R. Convitto Nazionale "Vittorio Emanuele II," Rome
NICOLINA LIOIA FLAMMIA, B.Ph., M.A. University of Chicago; Institute of Art and Archaeology, Paris (1937); at the Regi Conservatori Riuniti, Siena

IN JAPAN

American Japanese Student Exchange

- JANE ARMOUR, B.A. Mount Holyoke College; University of Chicago; at Kobe College, Nishinomiya

IN SWITZERLAND

Swiss American Student Exchange

- CHESTER EVERETT BATES, JR., B.A. Ohio State University; at the University of Berne (Phi Delta Theta Fraternity exchange)
HARRY HAINES BELL, B.S. Haverford College; at the Institut Universitaire de Hautes Etudes Internationales, Geneva
GEORIC HOLMAN JAGGARO, B.A. Dartmouth College; M.A. Haverford College; at the University of Basel
J. CHARLES LAPIERRE, B.A. Saint Hyacinthe's College; Laval University; M.D. University of Montreal; Northwestern University; at the University of Geneva
ESTHER ELIZABETH MCKENZIE, B.A. DePauw University; M.A. University of Illinois; at the University of Geneva and the Institut Universitaire de Hautes Etudes Internationales, Geneva
JANE RUDRAUFF, B.S. University of Southern California; at the University of Geneva and the Institut Universitaire de Hautes Etudes Internationales, Geneva
PAUL VASSER SEYDEL, B.S. in Chem.E., M.S. in Chem. Georgia Institute of Technology; at the Eidgenössische Technische Hochschule, Zurich
VINCENT E. SMITH, B.A. Xavier University; at the University of Fribourg
KARL STACEY, B.A., M.A. University of Colorado; Clark University; at the University of Zurich
EDITH TOZZER, B.A. Smith College; at the University of Geneva and the Institut Universitaire de Hautes Etudes Internationales, Geneva
C. NELSON WETHRELL, B.A. University of Chicago; at the University of Zurich (Phi Delta Theta Fraternity exchange)

IN URUGUAY

Latin American Student Exchange

- ELIZABETH KEESEE, B.A. Texas State College for Women; at Crandon Institute and the University of Montevideo

APPENDIX

FOREIGN FELLOWSHIP AND SCHOLARSHIP STUDENTS IN THE UNITED STATES

UNDER THE AUSPICES OF THE
INSTITUTE OF INTERNATIONAL EDUCATION

For the year 1938 - 39

*(Arranged according to countries from which they come
and by name of award)*

FROM ARGENTINA

Latin American Student Exchange

- BERTHA ARATUZ, Instituto Nacional del Profesorado Secundario, Buenos Aires; at Russell Sage College
- MERCEDES MASSINI EZCURRA, Trinity College, London; at Vassar College (1937-39)
- RODOLFO J. MOORE, University of Buenos Aires; at Cranbrook Academy of Art
- *MATILDE PÉREZ ZABALA, Escuela Normal de Profesoras No. 1, Buenos Aires; Barnard College (1937-38); at Clarke School for the Deaf
- ENRIQUE EMILIO RIZZO, Instituto Nacional del Profesorado Secundario, Buenos Aires; at Tufts College (Also the recipient of a Pan American Airways System Travel Fellowship)
- SARA ESTHER SHORE, Instituto Nacional del Profesorado Secundario, Buenos Aires; at Alabama College

FROM BRAZIL

Latin American Student Exchange

- OCTAVIO GOUVÊA DE BULHOES, University of Rio de Janeiro; at American University (Hall of Nations Fellow. Also the recipient of a Pan American Airways System Travel Fellowship)
- ADOLPHO GENTIL, University of Rio de Janeiro; at Rollins College
- LUIZ GENTIL, Ginasio São-João, Fortaleza-Ceará; at Rollins College
- JOSÉ GENTIL NETO, Ginasio São-João, Fortaleza-Ceará; at Rensselaer Polytechnic Institute (1935-39)
- RUTH GOUVÊA, Normal School, Rio de Janeiro; at Smith College
- MARISTELLA DE VIÇOSO JARDIM, Colégio N.D. de Sion, Petropolis; at Pennsylvania College for Women
- AMALIA MACHADO DA COSTA, University of the Federal District, Rio de Janeiro; at Barnard College
- MARIA THERIZA DE OLIVEIRA MARTINS, University of the Federal District, Rio de Janeiro; at Vassar College

FROM BULGARIA

Special Appointment

- IVAN DYAKOV, B.A. Robert College, Istanbul; Technische Hochschule, Hannover; Svobodn University, Sofia; at Columbia University

FROM CHILE

Latin American Student Exchange

- DEMETRIO AGUIRRE AGUIRRE, University of Chile; at St. Lawrence University
- HUMBERTO ARRIAGADA FILIDEI, University of Chile; at Bethany College

INSTITUTE OF INTERNATIONAL EDUCATION

- OLGA AVENDAÑO PORTIUS, University of Chile; Wellesley College (1932-33);
at Mount Holyoke College
- MARIO BARRAZA VON CHRISMAR, University of Chile; at Rensselaer Poly-
technic Institute (Also the recipient of a Pan American Airways Sys-
tem Travel Fellowship)
- BEATRIZ LUISA CODDOU GEERDTS, University of Concepción; at Western
College
- CARMEN DOÑA MARTÍNEZ, Santiago College; at Stoneleigh College
- JULIA MARTÍNEZ CARMONA, University of Chile; at Furman University
(1937-39)
- RAÚL ALBERTO PARADA RITCHIE, University of Concepción; at Oregon State
College
- DR. TEGUALDA PONCE VARGAS, University of Chile; at the University of
Nebraska
- MARY SCOTT, Santiago College; at Centenary Junior College

FROM COLOMBIA

Latin American Student Exchange

- SONJA KARSEN, National University, Bogotá; at Carleton College
- LUIS G. MORALES, Loyola College High School, Montreal; at the Colorado
School of Mines

FROM COSTA RICA

Latin American Student Exchange

- GUILLERMO ENRIQUE ARAGÓN, Liceo de Costa Rica, San José; at Columbia
College, Columbia University (Pan American Airways System Travel
Fellowship holder)

FROM CUBA

Latin American Student Exchange

- LUIS RENÉ CAPÓ, Central High School, Washington, D. C.; at Wittenberg
College

FROM CZECHOSLOVAKIA

American Czechoslovak Student Exchange

- WILLIAM AL. HERR, Charles University, Prague; at the Graduate School of
Business Administration, New York University
- RUŽENA CHYTILOVÁ, Drtinovo Gymnasium, Prague; at Smith College
- KAREL GAM, Masaryk University, Brno; at the University of Pennsylvania
- MILAN HAPALA, Real Gymnasium, Brno; at Beloit College
- DR. ZDENĚK KOPAL, Charles University, Prague; at Harvard College Obser-
vatory
- STANISLAV KRÍŽ, State Academic Gymnasium, Prague; at Olivet College
- DR. ALOIS LANGER, Masaryk University, Brno; at the University of Minnesota
- VIKTOR MAMATEY, Komenský University, Bratislava; at Wittenberg College
- JARMIHA MAŘANOVÁ, Charles University, Prague; at Vassar College (1937-39)
- KAREL MOTTL, School of Commerce, Technical University, Prague; at Carle-
ton College
- OTAKAR ONDRA, Technical University, Prague; at Lehigh University
- JAROSLAV PAUL, Technical University and Charles University, Prague; at the
University of California, (International House Fellow)
- OTAKAR PODRABSKÝ, School of Commerce, Technical University, Prague;
at Alma College

APPENDIX

FROM ECUADOR

Latin American Student Exchange

- VICTOR HUGO JÁTIVA PEREZ, "Mejía" Institute, Quito; at Olivet College
CARLOS M. TERÁN N., Colegio de la Merced, Quito; at the University of California (Also the recipient of a Pan American Airways System Travel Fellowship)

FROM FINLAND

Special Appointment

- KARLO MAURI AF HEURLIN, University of Helsinki; at American University (Hall of Nations Fellow)

FROM FRANCE

Franco-American Student Exchange

- FRANÇOISE ARON, University of Paris; at Mills College
SUZANNE JEANNE AUDRAIN, University of Paris; Agnes Scott College (1936-37); at Bennington College (1937-39)
MONIQUE BAILLET, B.A. Alabama College (1936-37); University of Montpellier; at Northwestern University
MARTHE BARATTE, Collège de Château-Gontier; at Connecticut College (1937-39)
COLLETTE CHALMOT DE LA MESLIÈRE, Externat Fénelon, Lyon; at Rockford College
JACQUELINE CONIL, University of Poitiers; at Mount Holyoke College
MARGUERITE CORNIC, Ecole Primaire Supérieure, Guingamp; Ecole Normale Saint-Brieuc; at New Jersey State Teachers College
FRANÇOISE MARIE CUSIN, Lycée Edgar Quinet, Bourg; Bethany College (1935-36); B.A. Randolph-Macon Woman's College (1936-37); Wellesley College (1937-38); at the University of Wisconsin
ALINE FRANÇOISE DALSACE, Collège Sévigné, Paris; Lycée Camille Sée, Paris; at Alabama College
JACQUELINE DANGER, University of Paris; at Syracuse University
ELISABETH DESLEAU, Lycée de Jeunes Filles, Auxerre; at Western College (1937-39)
JOSÉ DI FRANCESCO, Lycée Condorcet, Paris; at Furman University
PAULETTE DUPESSY, University of Paris; at Oberlin College
ANNETTE JEANNE EBRARD, Ecole des Sciences Politiques et Institut de Géographie, Paris; B.A. Alabama College (1935-36); Institut Universitaire de Hautes Etudes Internationales, Geneva; at Radcliffe College
CHARLOTTE ESCANDE, Lycée de Jeunes Filles, Nice; Randolph-Macon Woman's College (1937-38); at Beaver College
ALBINE FARGES, Lycée Edgar Quinet, Lyon; Lycée Edgar Quinet, Bourg; at the College of Wooster (1937-39)
HÉLÈNE FRANCK, University of Bordeaux; at the University of Maine
ALEXANDRE GRALL, University of Montpellier; at Bethany College
PAULETTE GUILBERT, Lycée Fénelon, Paris; at Randolph-Macon Woman's College
CLAUDE HARTOG, Ecole des Hautes Etudes Commerciales, Paris; at the College of William and Mary
MARGELLE HENRY, University of Paris; B.A. University of Buffalo (1932-33); at the University of Wisconsin
JEANNE HÉRENGER, University of Grenoble; at Agnes Scott College
COLETTE HORLAVILLE, Lycée de Jeunes Filles, Auxerre; at Wheaton College
PATRICK HOVLACQUE, Ecole des Hautes Etudes Commerciales, Paris; at the University of Georgia

INSTITUTE OF INTERNATIONAL EDUCATION

- JEAN HUGONET, Lycée de Carçons, Alger; at Macalester College
SOLANGE JACQUEMOND, Universities of Toulouse and Paris; at Bryn Mawr College
YVONNE LAIRD, Lycée Jules Ferry, Paris; Ecole Chauvot, Paris; at Dickinson College
GUY LAMBERT, University of Nancy; at Adrian College
SIMONE LANGLOIS, Lycée Balzac, Tours; at Hood College
GABRIEL LAPICQUE, University of Nancy; at Colby College
JACQUES LE BAILLY, Lycée Condorcet, Paris; at Carleton College
CHARLES MEUNIER, University of Paris; at Louisiana State University
ANNETTE MINIER, Lycée de Jeunes Filles, Saint Germain-en-Laye; at Miami University
CABRIELLE MULLER, Lycée Victor Hugo, Paris; Lycée Fénelon, Paris; at the Woman's College, University of Delaware
JACQUES PELLISSIER, Ecole des Hautes Etudes Commerciales, Paris; at the University of Rochester
DENISE PERRONNE, Lycée Victor Duruy, Paris; Lycée de Jeunes Filles, Auxerre; at Wittenberg College
PIERRETTE POULIN, Lycée de Jeunes Filles, Saint Cloud; Lycée Jules Ferry, Paris; at Russell Sage College
SYLVIE REINACH, University of Paris; at Mills College
SUZANNE REYNOUD, Lycée Fénelon, Paris; Redland High School, Bristol, England; B.A. University of Chattanooga (1935-36); University of Vermont (1937-38); at Baylor University
DORIS RYAN, Lycée Gabriel Guist'hau, Nantes; B.A. Wheaton College (1936-38); at Mount Holyoke College
MARIE-ANDRÉE SADRAIN, Universities of Montpellier and Fribourg; at Smith College
GABY TARTOUÉ, Collège Frémoyot de Chantal, Paris; Lycée Fénelon, Paris; at Barnard College
MARTHE WALLIS, University of Paris; at Mount Holyoke College (second semester)

American Field Service Fellowships, Inc.

- ROBERT GUEIROARD, University of Strasbourg; Ecole des Hautes Etudes Commerciales, Paris; at Graduate School of Business Administration, Harvard University

Special Appointment

- RAYMOND BERTRAND, University of Paris; at American University (Hall of Nations Fellow)

FROM GERMANY

American German Student Exchange

- LUISE BOEHME, Universities of Berlin and Breslau; at the University of Georgia
HELGA BOURSÉ, Hölderlinschule (Mädchengymnasium), Stuttgart; at Muskingum College
HEINZ BRANGSCH, University of Berlin; at Wittenberg College.
DR. GERHARD A. BRÜCHER, Universities of Hamburg, Rostock, Berlin and Kiel; University of Lausanne; German University, Prague; Duke University (1929-30); at the University of California Medical School (April-October, 1938)
*HUGO BRINKMANN, Universities of Munich and Münster; Drury College (1937-38); at the University of Chicago
PETER AUGUST BRIX, University of Kiel, Technische Hochschule, Berlin; at the University of Rochester

APPENDIX

- HILDEGARD BUCH, Oberlyzeum Saint Ursula (Realgymnasium), Aachen; at Wells College
- ANNEMARIE CLOSTERHALFEN, Staatliche Augustaschule (Frauenoberschule), Berlin; at Duchesne College (1937-39)
- ANNEMARIE DETTINGER, Königin-Katharinastift (Oberrealschule), Stuttgart; at Bethany College
- URSULA DIBBERN, University of Heidelberg; at Connecticut College (1937-39)
- WERNER DÖHR, Universities of Göttingen, Freiburg and Marburg; at Bates College
- ROBERT EGGERT, University of Berlin; at Dickinson College
- OTTO EISELSBERG, University of Vienna; Consular Academy, Vienna; at Wittenberg College
- ANNA-MARIA ENDLICH, Westendschule (Oberlyzeum), Berlin; at Rosemont College
- ELFRIEDE GEULEN, Städtisches Oberlyzeum, Aachen; at Manhattanville College of the Sacred Heart (1937-39)
- DIETRICH VON GÖSSNITZ, Landschulheim am Solling (Oberrealschule); at Furman University
- GERHARD GOY, Universities of Innsbruck and Graz; Handels-Hochschule, Königsberg; Hindenburg-Hochschule, Nürnberg; at Louisiana State University
- ANNELISE VON DEM HAGEN, Universities of Leipzig and Berlin; University of Geneva; at Texas State College for Women
- JOACHIM HEIN, University of Breslau; Hansa University, Hamburg; at the University of Georgia
- GISELA HENSEL, Westendschule (Oberlyzeum), Berlin; at Lynchburg College
- GERHARD HESS, University of Tübingen; Hansa University, Hamburg; at Wesleyan University
- ALBERT ICKLER, Theologische Schule Bethel; University of Marburg; M.Th. Union Theological Seminary (1937-38); Pendle Hill (Summer 1938); at Chicago Theological Seminary
- INGEBORG JUNG, Städtische-Schuback-Schmidt-Oberlyzeum, Düsseldorf; at Maryville College
- ELISABETH KAESSBOHRER, University of Berlin; Handels-Hochschule, Berlin; at Carleton College
- ALFRED KIENZLER, University of Frankfurt; Deutsche Hochschule für Politik, Berlin; at the College of Law, University of Cincinnati
- BODO KIENZLER, Universities of Erlangen and Marburg; at Princeton Theological Seminary
- HANNALENE KIPPER, Universities of Giessen and Munich; at Wellesley College
- HORST KÖPPEN, Theologische Schule Bethel; University of Berlin; at Hartford Theological Seminary
- LUZIE KOSSACK, Universities of Bonn and Breslau; at Vassar College
- HERMANN LACHER, University of Marburg; at the University of Georgia (1937-39)
- ROLF LADISCH, Technische Hochschule, Dresden; at Johns Hopkins University
- GERHARD LÜDTKE, University of Berlin; at Colgate University
- GEROA LUYKEN, Universities of Bonn and Munich; University of Geneva; at Louisiana State University
- HILDE MEINTZEL, Städtische Luisenschule, Düsseldorf; at Hillsdale College
- ANNELIESE MÜCK, University of Giessen; at Drury College
- MARTHA PASCH, Saint Anna Schule, Düsseldorf; at the College of Chestnut Hill

INSTITUTE OF INTERNATIONAL EDUCATION

- EDUARD PESTEL, Technische Hochschule, Hannover; at Rensselaer Polytechnic Institute
- ULRICH POHLENZ, University of Breslau; Hansa University, Hamburg; at the University of Kansas
- HELGA PRYM-VON BECHERER, Universities of Freiburg and Bonn; at Middlebury College
- ALFRED ROMAIN, University of Munich; at Dickinson College
- DR. ELISABETH SAUER, Universities of Tübingen, Munich, Königsberg, Freiburg and Göttingen; at Bryn Mawr College
- MARGILDIS SCHLÜTER, Staatliche Augustaschule (Frauenoberschule), Berlin; at Manhattanville College of the Sacred Heart
- DR. OTTO SCHMAUSS, University of Munich; at California Institute of Technology
- ANNE-MARIE SCHMIDT, University of Berlin; at Mills College
- KLÄRE SCHMITZ, Luisenschule (Frauenoberschule), Essen; at New Jersey State Teachers College
- WERNER SCHROEDTER, Technische Hochschule, Berlin; at Massachusetts Institute of Technology
- KLAUS SCHWARZ, Wirtschafts-Hochschule, Berlin; at Temple University (1937-39)
- EVA STRASMANN, Städtische-Schuback-Schmidt-Oberlyzeum, Düsseldorf; at Randolph-Macon Woman's College
- GERHARD SYNOWZIK, University of Frankfurt; at Wittenberg College
- DR. GÜNTER TRITTELVITZ, Hansa University, Hamburg; Universities of Berlin, Munich and Kiel; at the Graduate School, Harvard University (Holtzer Fellow)
- WILHELM R. WETZER, Technische Hochschule, Munich; at Worcester Polytechnic Institute
- HEIMFRIED WIEBE, Hochschule für Lehrerbildung, Weilburg/Lahn; University of Greifswald; at Lafayette College
- ANNELIESE WINDRATH, Städtische Luisenschule, Düsseldorf; at Furman University
- ANNA-BARBARA WOJNOWSKA, Hochschule für Lehrerbildung, Hamburg; at Knox College
- KURT WOLF, Technische Hochschule, Dresden; at Stanford University

FROM GREAT BRITAIN

Special Appointment

- GILBERT HENRY CAMPBELL, University College, Southampton; at American University (Hall of Nations Fellow)

FROM HAITI

Latin American Student Exchange

- GEORGES CADET, Ecole Central d'Agriculture, Port-au-Prince; at Rutgers University
- ROGER DRFYFUSS, Ecole de Sciences Appliquées, Port-au-Prince; M.A. Teachers College, Columbia University; at Yale University (Pan American Airways System Travel Fellowship holder)

FROM HOLLAND

Special Appointment

- MAX KOHNSTAMM, University of Amsterdam; at American University (Hall of Nations Fellow)

APPENDIX

FROM HONDURAS

Latin American Student Exchange

ISABEL D. LAÍNEZ, Central Normal School, Tegucigalpa; at New Mexico State Teachers College (Also the recipient of a Pan American Airways System Travel Fellowship)

FROM HUNGARY

American Hungarian Student Exchange

AGNES ADÁMY, University of Budapest; at Barnard College
SUSANNA ESZENYI, Agricultural Academy, Debrecen; at Vassar College
ANDREW GYÖRGY, University of Budapest; at the University of California
JOHN KEREKES, University of Debrecen; Princeton Theological Seminary (1937-38); at Western Theological Seminary
DR. GABRIEL TEMESVÁRY, University of Szeged; Consular Academy, Vienna; University of Paris; at American University (Hall of Nations Fellow)

FROM IRELAND

Special Appointment

PHYLLIS O'SULLIVAN, University College, Dublin; at the College of Saint Teresa (1937-39)

FROM ITALY

American Italian Student Exchange

DR. MARIO AUSTONI, University of Padua; at the University of California (International House Fellow)
DR. ROBERTO CALANORA, University of Rome; at the School of Architecture, Columbia University
SERGIO CARNAROLI, Università Commerciale Luigi Bocconi, Milan; at Louisiana State University
GIAMPAOLO CARRARA, University of Rome; at Purdue University (Phi Kappa Psi Fraternity exchange)
RENATO CRESTI, University of Florence; at Boston University
DR. CARLA FAÀ, University of Milan; at Bryn Mawr College
DR. GIOVANNI INGARAMO, University of Rome; at Louisiana State University
BRUNO MANDELLI, University of Naples; at the University of Georgia
FRANCA MATRICARDI, University of Rome; at Purdue University (Kappa Alpha Theta Sorority exchange)
DR. MASSIMO MOCHI, University of Rome; at American University (Hall of Nations Fellow)
DR. CLAUDIO OTTOLINI, Universities of Milan and Pavia; at Louisiana State University (March-June, 1938)
DR. PAOLA PALERMO, University of Naples; at the College of St. Catherine
DR. VITTORIO PONS, R. Istituto Superiore di Scienze Economiche e Commerciali, Genoa; University of Genoa; London School of Economics and Political Science; at Columbia University (Eleonora Duse Exchange Fellow of the Italy America Society)
CRESCENZIO SERLUPI CRESCENZI, University of Rome; at Catholic University of America
(Appointments Barnard College and Duquesne University deferred.)

FROM JAPAN

American Japanese Student Exchange

HATSUE HASHIMOTO, Kobe College, Nishinomiya; Lake Erie College (1937-38); at Mount Holyoke College

INSTITUTE OF INTERNATIONAL EDUCATION

FROM NORWAY

Special Appointment

PETTER JAKOB BJERVE, University of Oslo; at American University (Hall of Nations Fellow)

FROM PARAGUAY

Latin American Student Exchange

DR. PIFRONT YNSFRANS, University of Paraguay; at Northwestern University (Pan American Airways System Travel Fellowship holder)

FROM PERU

Latin American Student Exchange

*EMILIA E. CAMACHO JIMÉNEZ, Catholic University of Peru; College of Saint Teresa (1936-38); at Barat College
JOSÉ ENCINAS, JR., University of San Marcos, Lima; at Carleton College (1937-39)
ESTHER LÓPEZ LAVALLE, University of San Marcos, Lima; New Mexico State College (1936-37); at Thiel College (1937-39)

FROM SPAIN

American Spanish Student Exchange

ARSENIA ARROYO, University of Madrid; at Bryn Mawr College (1937-39)
JUSTA ARROYO, University of Madrid; at Smith College (1937-39)

FROM SWEDEN

Special Appointment

STELLAN WENDT, University of Stockholm; at American University (Hall of Nations Fellow)

FROM SWITZERLAND

Swiss American Student Exchange

PETER BERCHTOLD, Eidgenössische Technische Hochschule, Zurich; at Massachusetts Institute of Technology
DR. FRITZ BUSER, University of Berne; University of London; at the University of Chicago
MAX RUDOLF FITZE, University of Basel; at the University of Rochester
MARCEL HEIMO, University of Fribourg; University of Vienna; at Clark University
WALTER E. A. JAEGGI, University of Berne; at the University of Chicago (Phi Delta Theta Fraternity exchange)
JOSEF MARIA JAUCH, Eidgenössische Technische Hochschule, Zurich; at the University of Minnesota
GEORGES PIDOUX, Universities of Lausanne and Zurich, University of Montpellier; at Union Theological Seminary
DR. WILLY KURT RIEBEN, Universities of Zurich, Lausanne and Berne; Eidgenössische Technische Hochschule, Zurich; Oxford University; at Harvard Medical School
DR. HANS A. SCHENKEL, University of Basel; at the University of California (International House Fellow)
JÖRG HEINER STEINMANN, Eidgenössische Technische Hochschule, Zurich; at the Amos Tuck School of Administration and Finance, Dartmouth College

APPENDIX

FROM URUGUAY

Latin American Student Exchange

LAURA OE ARCE, University of Montevideo; at Indiana University (Holder of Latin American Fellowship of the American Association of University Women. Also the recipient of a Pan American Airways System Travel Fellowship)

ELIZABETH BALS CANTWELL, Crandon Institute, Montevideo; University of Montevideo; at Stoneleigh College (1937-39)

MARISA LUSIAROO, Crandon Institute, Montevideo; at Texas State College for Women (1935-36; 1938-39)

FROM VENEZUELA

Latin American Student Exchange

MARIO NUÑEZ, University of Caracas; at Columbia University Summer School 1938 (Pan American Airways System Travel Fellowship holder)

* Former Exchange students still continuing their study in the United States with fellowship aid secured independently or as a direct result of previous fellowships awarded through the Institute of International Education.

INSTITUTIONS IN THE UNITED STATES IN WHICH
FOREIGN STUDENTS HAVE BEEN PLACED UNDER
THE AUSPICES OF THE VARIOUS EXCHANGES
OF THE INSTITUTE OF INTERNATIONAL
EDUCATION FOR 1938-39

<i>College or University</i>	<i>Number of Fellowships or Scholarships</i>	<i>Nationality of Recipients</i>
Adrian College, Adrian, Michigan - -	1	French
Agnes Scott College, Decatur, Georgia	1	French
Alabama College, Montevallo, Alabama - - - - -	2	Argentinian; French
Alma College, Alma, Michigan - - -	1	Czechoslovak
American University, Washington, D. C. (Hall of Nations) - - - -	9	Brazilian; Dutch; English; Finnish; French; Hungarian; Italian; Norwegian; Swedish
Barnard College, New York City - -	4	Brazilian; French; Hungarian; Italian
Bates College, Lewiston, Maine - - -	1	Cerman
Baylor University, Waco, Texas - -	1	French
Beaver College, Jenkintown, Pennsylvania - - - - -	1	French
Beloit College, Beloit, Wisconsin - -	1	Czechoslovak
Bennington College, Bennington, Vermont - - - - -	1	French
Bethany College, Bethany, West Virginia - - - - -	3	Chilean; French; Cerman
Boston University, Boston, Massachusetts - - - - -	1	Italian
Bryn Mawr College, Bryn Mawr, Pennsylvania - - - - -	4	French; Cerman; Italian; Spanish
California Institute of Technology, Pasadena, California - - - - -	1	Cerman
California, University of, Berkeley, California - - - - -	6	Czechoslovak; Ecuadorean; Cerman; Hungarian; Italian; Swiss
Carleton College, Northfield, Minnesota - - - - -	5	Colombian; Czechoslovak; French; Cerman; Peruvian
Catholic University of America, Washington, D. C. - - - - -	1	Italian
Centenary Junior College, Hackettstown, New Jersey - - -	1	Chilean
Chestnut Hill, College of, Chestnut Hill, Philadelphia, Pennsylvania -	1	German
Chicago Theological Seminary, Chicago, Illinois - - - - -	1	Cerman
Chicago, University of, Chicago, Illinois - - - - -	2	Swiss
Cincinnati, University of, Cincinnati, Ohio - - - - -	1	Cerman

APPENDIX

<i>College or University</i>	<i>Number of Fellowships or Scholarships</i>	<i>Nationality of Recipients</i>
Clark University, Worcester, Massachusetts - - - - -	1	Swiss
Colby College, Waterville, Maine - - -	1	French
Colgate University, Hamilton, New York - - - - -	1	German
Colorado School of Mines, Golden, Colorado - - - - -	1	Colombian
Columbia University, New York City	5	Bulgarian; Costa Rican; Italian (2); Venezuelan
Connecticut College, New London, Connecticut - - - - -	2	French; German
Cranbrook Academy of Art, Bloomfield Hills, Michigan - - -	1	Argentinian
Dartmouth College, Hanover, New Hampshire (Tuck School) -	1	Swiss
Delaware, University of, Newark Delaware - - - - -	1	French
Dickinson College, Carlisle, Pennsylvania - - - - -	3	French; German (2)
Drury College, Springfield, Missouri -	1	German
Duchesne College, Omaha, Nebraska -	1	German
Duquesne University, Pittsburgh, Pennsylvania - - - - -	1	Italian
Furman University, Greenville, South Carolina - - - - -	4	Chilean; French; German (2)
Georgia, University of, Athens, Georgia - - - - -	5	French; German (3); Italian
Hartford Theological Seminary, Hartford, Connecticut - - - -	1	German
Harvard University, Cambridge, Massachusetts - - - - -	4	Czechoslovak; French; German; Swiss
Hillsdale College, Hillsdale, Michigan	1	German
Hood College, Frederick, Maryland -	1	French
Indiana University, Bloomington, Indiana - - - - -	1	Uruguayan
Johns Hopkins University, Baltimore, Maryland - - - - -	1	German
Kansas, University of, Lawrence, Kansas - - - - -	1	German
Knox College, Galesburg, Illinois - -	1	German
Lafayette College, Easton, Pennsylvania - - - - -	1	German
Lehigh University, Bethlehem, Pennsylvania - - - - -	1	Czechoslovak
Louisiana State University, Baton Rouge, Louisiana - - - -	5	French; German (2); Italian (2)
Lynchburg College, Lynchburg, Virginia - - - - -	1	German
Macalester College, St. Paul, Minnesota - - - - -	1	French
Maine, University of, Orono, Maine -	1	French
Manhattanville College, New York City - - - - -	2	German

INSTITUTE OF INTERNATIONAL EDUCATION

<i>College or University</i>	<i>Number of Fellowships or Scholarships</i>	<i>Nationality of Recipients</i>
Maryville College, Maryville, Tennessee - - - - -	1	Cerman
Massachusetts Institute of Technology, Cambridge, Massachusetts - - -	2	Cerman; Swiss
Miami University, Oxford, Ohio - -	1	French
Middlebury College, Middlebury, Vermont - - - - -	1	Cerman
Mills College, Mills College, California - - - - -	3	French (2); Cerman
Minnesota, University of, Minneapolis, Minnesota - - - -	2	Czechoslovak; Swiss
Mount Holyoke College, South Hadley, Massachusetts - - - - -	5	Chilean; French (3); Japanese
Muskingum College, New Concord, Ohio - - - - -	1	Cerman
Nebraska, University of, Lincoln, Nebraska - - - - -	1	Chilean
New Jersey State Teachers College, Montclair, New Jersey - - - - -	2	French; Cerman
New Mexico State Teachers College, Silver City, New Mexico - - - -	1	Hondurean
New York University, New York City	1	Czechoslovak
Northwestern University, Evanston, Illinois - - - - -	2	French; Paraguayan
Oberlin College, Oberlin, Ohio - -	1	French
Olivet College, Olivet, Michigan - -	2	Czechoslovak; Ecuadorean
Oregon State College, Corvallis, Oregon - - - - -	1	Chilean
Pennsylvania College for Women, Pittsburgh, Pennsylvania - - - -	1	Brazilian
Pennsylvania, University of, Philadelphia, Pennsylvania - - -	1	Czechoslovak
Princeton Theological Seminary, Princeton, New Jersey - - - - -	1	Cerman
Purdue University, Lafayette, Indiana	2	Italian
Radcliffe College, Cambridge, Massachusetts - - - - -	1	French
Randolph-Macon Woman's College, Lynchburg, Virginia - - - - -	2	French; Cerman
Rensselaer Polytechnic Institute, Troy, New York - - - - -	3	Brazilian; Chilean; Cerman
Rochester, University of, Rochester New York - - - - -	3	French; Cerman; Swiss
Rockford College, Rockford, Illinois -	1	French
Rollins College, Winter Park, Florida	2	Brazilian
Rosemont College, Rosemont, Pennsylvania - - - - -	1	Cerman
Russell Sage College, Troy, New York	2	Argentinian; French
Rutgers University, New Brunswick, New Jersey - - - - -	1	Haitian
St. Catherine, College of, St. Paul, Minnesota - - - - -	1	Italian
St. Lawrence University, Canton, New York - - - - -	1	Chilean

APPENDIX

<i>College or University</i>	<i>Number of Fellowships or Scholarships</i>	<i>Nationality of Recipients</i>
St. Teresa, College of, Winona, Minnesota - - - - -	1	Irish
Smith College, Northampton, Massachusetts - - - - -	4	Brazilian; Czechoslovak; French; Spanish
Stanford University, Palo Alto, California - - - - -	1	German
Stoneleigh College, Rye, New Hampshire - - - - -	2	Chilean; Uruguayan
Syracuse University, Syracuse, New York - - - - -	1	French
Temple University, Philadelphia, Pennsylvania - - - - -	1	German
Texas State College for Women, Denton, Texas - - - - -	2	Cerman; Uruguayan
Thiel College, Greenville, Pennsylvania - - - - -	1	Peruvian
Tufts College, Medford, Massachusetts - - - - -	1	Argentinian
Union Theological Seminary, New York City - - - - -	1	Swiss
Vassar College, Poughkeepsie, New York - - - - -	5	Argentinian; Brazilian; Czechoslovak; German; Hungarian
Wellesley College, Wellesley, Massachusetts - - - - -	1	Cerman
Wells College, Aurora, New York -	1	Cerman
Wesleyan University, Middletown, Connecticut - - - - -	1	German
Western College, Oxford, Ohio - -	2	Chilean; French
Western Theological Seminary, Pittsburgh, Pennsylvania - - -	1	Hungarian
Wheaton College, Norton, Massachusetts - - - - -	1	French
William and Mary, College of, Williamsburg, Virginia - - -	1	French
Wisconsin, University of, Madison, Wisconsin - - - - -	2	French
Wittenberg College, Springfield, Ohio	6	Cuban; Czechoslovak; French; German (3)
Wooster, College of, Wooster, Ohio -	1	French
Worcester Polytechnic Institute, Worcester, Massachusetts - - -	1	Cerman
Yale University, New Haven, Connecticut - - - - -	1	Haitian

TABLE SHOWING COMPARISON OF THE NUMBER OF FOREIGN STUDENTS IN THE COLLEGES AND UNIVERSITIES OF THE UNITED STATES DURING RECENT YEARS

(An attempt has been made by the Institute in compiling these figures to include only bona fide foreign students; viz., those students who have come to the United States from other countries for the express purpose of pursuing courses in our institutions of higher education and excluding the large number of students of foreign birth who are citizens or residents of this country. However, in the figures for the years 1932-33 through 1937-38, students born in the United States of Oriental parentage are also included.)

	1923-24	26-27	28-29	30-31	31-32	32-33	34-35	36-37	37-38
Afghanistan.....	2	1	2	1	2	2	6	6	7
* Africa.....	7	10	27	21	28	20	12	11	10
Albania.....	5	2	23	14	9	6	8	4	5
Algeria.....	1	—	2	—	—	—	1	—	—
Arabia.....	2	—	2	7	10	6	3	6	—
Argentina.....	33	27	38	33	27	20	25	20	25
Armenia.....	101	38	109	57	38	37	14	4	1
* Asia Minor.....	7	2	6	—	—	—	—	—	—
Australia.....	25	37	41	41	28	30	43	36	28
Austria.....	21	38	47	66	62	56	27	28	23
Azores.....	2	—	—	—	—	—	—	—	1
Belgium.....	28	40	55	19	22	25	22	24	16
Bolivia.....	19	15	22	32	24	16	4	9	5
Brazil.....	52	43	56	36	26	20	12	21	35
Brit. West Indies.....	98	121	121	159	152	131	103	50	89
Bulgaria.....	23	38	61	58	54	49	27	27	21
Burma.....	3	2	1	2	—	3	—	—	5
Canada.....	684	984	1122	1313	1238	923	936	986	1279
Canal Zone.....	6	8	24	—	28	41	22	—	—
* Central America.....	9	—	14	—	7	4	3	3	1
Ceylon.....	3	9	2	1	1	3	1	—	—
Chile.....	33	34	48	36	14	23	8	12	15
China.....	1467	1298	1287	1306	1105	620	787	1519	1252
Colombia.....	34	50	51	70	78	42	50	36	42
Costa Rica.....	13	18	26	35	23	29	23	16	18
Cuba.....	139	109	111	150	152	151	149	261	261
Cyprus.....	3	2	1	—	4	4	2	3	3
Czechoslovakia.....	38	52	65	60	61	41	20	24	26
Danzig.....	—	—	—	—	—	—	—	2	3
Denmark.....	37	41	54	51	53	31	23	22	24
Dominican Rep.....	5	7	9	5	4	4	3	7	9
East Indies.....	19	17	19	5	13	14	11	3	6
Ecuador.....	9	8	10	14	12	9	5	12	10
Egypt.....	25	33	21	35	24	22	10	14	20
England.....	170	229	369	402	324	255	181	214	217

APPENDIX

Table Showing Comparison of the Number of Foreign Students in the Colleges and Universities of the United States During Recent Years (Continued)

	1923-24	26-27	28-29	30-31	31-32	32-33	34-35	36-37	37-38
Estonia.....	4	16	16	8	14	9	3	1	3
Ethiopia.....	1	3	1	—	3	4	—	—	—
Fiji Islands.....	—	—	—	—	—	—	1	—	1
Finland.....	15	13	29	30	23	22	7	9	24
Formosa.....	2	1	—	—	—	—	3	—	—
France.....	126	103	122	143	126	104	88	89	96
Germany.....	79	183	360	415	394	329	236	232	315
Gold Coast.....	2	—	—	—	—	—	4	1	1
*Great Britain.....	11	8	2	—	41	1	—	—	—
Greece.....	108	66	127	99	83	66	46	36	33
Guam.....	2	1	3	—	—	—	1	1	—
Guatemala.....	18	21	15	15	13	11	10	9	10
Guiana.....	13	31	11	13	15	13	11	16	6
Haiti.....	4	6	16	10	23	3	2	1	8
Holland.....	27	42	67	63	54	38	25	29	46
Honduras.....	22	12	18	24	23	25	18	23	22
Hungary.....	34	47	65	66	56	46	33	33	33
Iceland.....	2	4	4	3	5	1	1	—	1
India.....	231	193	213	195	178	135	118	68	66
Iran.....	22	19	30	41	43	38	33	30	32
Iraq.....	—	7	27	11	15	14	21	32	34
Ireland.....	31	46	79	86	64	41	51	15	14
Isle of Man.....	—	1	2	—	—	—	—	—	—
Isle of Rhodes.....	—	—	3	—	—	—	2	1	3
Italy.....	89	89	215	170	136	114	85	63	49
Japan.....	708	619	814	987	891	624	878	1713	1419
Jugoslavia.....	34	16	22	20	16	9	5	4	3
Korea.....	96	114	149	124	119	113	94	141	66
Latvia.....	8	13	11	20	15	12	7	8	4
Liberia.....	2	2	3	1	—	2	4	6	3
Lithuania.....	4	20	50	50	47	35	22	11	8
Luxembourg.....	—	—	—	—	—	—	—	2	1
Malay States.....	1	5	1	3	6	1	3	—	—
Marshall Island.....	1	—	—	—	—	—	—	—	—
Mexico.....	198	211	271	325	258	204	161	159	152
Newfoundland.....	—	3	7	14	7	4	9	4	1
New Zealand.....	18	19	25	18	20	22	15	9	10
Nicaragua.....	10	8	8	22	16	21	12	20	13
Nigeria.....	—	—	—	—	—	—	—	1	—
Norway.....	58	71	80	79	79	46	28	23	33
Palestine.....	12	34	45	92	91	75	37	24	28
Panama.....	33	56	81	111	47	64	58	68	72
Paraguay.....	1	1	5	2	2	2	1	2	1
Peru.....	52	35	49	47	34	27	16	18	30
Philippines.....	591	745	1073	890	642	521	417	337	320
Poland.....	67	73	113	166	135	83	29	21	32
Portugal.....	11	2	21	6	7	12	7	4	5
Puerto Rico.....	181	261	249	246	236	213	185	318	380
Roumania.....	24	28	41	31	22	21	9	5	10
†Russia.....	391	340	501	473	417	327	152	68	63

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Table Showing Comparison of the Number of Foreign Students in the Colleges and Universities of the United States During Recent Years (Continued)

	1923-24	26-27	28-29	30-31	31-32	32-33	34-35	36-37	37-38
Salvador.....	6	9	7	8	4	4	5	—	7
Scotland.....	38	54	71	108	80	58	44	33	24
Shetland Island.....	—	—	—	—	—	1	—	—	—
Siam.....	30	14	19	27	24	22	12	22	23
Sierra Leone.....	3	5	—	—	—	—	3	1	1
* South Africa.....	97	64	56	72	44	58	37	24	27
* South America.....	12	8	55	38	22	33	20	12	13
Spain.....	52	42	75	61	74	41	47	27	32
Straits Settlem'ts.....	—	4	—	3	1	—	—	3	2
Sweden.....	58	54	72	69	69	51	32	33	27
Switzerland.....	36	66	99	95	71	51	41	31	36
Syria.....	25	35	53	52	46	26	18	10	15
Tahiti.....	—	—	—	—	1	1	—	—	—
Tunisia.....	—	—	—	—	—	1	2	—	—
Turkey.....	37	26	50	60	42	43	82	77	69
Ukraine.....	4	5	15	6	6	7	1	—	20
Uruguay.....	13	4	6	2	2	1	3	—	1
Venezuela.....	15	19	26	26	32	17	13	24	43
Virgin Islands.....	—	—	—	3	—	8	2	2	5
Wales.....	5	13	11	19	8	—	5	1	—
* West Africa.....	—	7	3	9	3	—	3	4	—
<i>Total</i>	6899	7366	9522	9819	8576	6719	5860	7343	7253

† It is impossible in most cases to ascertain whether these students are of the Czarist régime or the U.S.S.R.

* Country not specified.

APPENDIX

TABLE SHOWING DISTRIBUTION OF FOREIGN STUDENTS
IN THE COLLEGES AND UNIVERSITIES OF THE
UNITED STATES ON THE ACCREDITED LIST
USED BY THE INSTITUTE — 1937-1938

Alabama		District of Columbia	
Alabama College	3	American University	16
Alabama Polytechnic Institute	7	Brookings Institution	3
Birmingham-Southern College	3	Catholic University of America	10
Spring Hill College	3	Georgetown University	38
Tuskegee Institute	7	George Washington University	68
University of Alabama	6	Howard University	20
Arizona		Florida	
University of Arizona	5	Florida State College for Women	4
California		John B. Stetson University	3
Berkeley Baptist Divinity School	9	Rollins College	6
California Institute of Technology	54	University of Florida	5
Claremont Colleges	1	Georgia	
College of Medical Evangelists	55	Agnes Scott College	3
College of Physicians and Surgeons	12	Atlanta-Southern Dental College	5
College of the Pacific	56	Emory University	7
Dominican College of San Rafael	1	Georgia School of Technology	44
Mills College	26	Georgia State College for Women	1
Occidental College	4	South Georgia Teachers College	1
Pacific School of Religion	13	Spelman College	3
Pacific Union College	47	University of Georgia	6
Pomona College	6	West Georgia College	1
St. Mary's College	4	Idaho	
San Francisco College for Women	1	College of Idaho	2
San Francisco Theological Seminary	6	University of Idaho	12
Southern California Junior College	3	Illinois	
Stanford University	91	Armour Institute of Technology	9
University of California	796	Bradley Polytechnic Institute	1
University of California at		Central Y.M.C.A. College	6
Los Angeles	233	Chicago Theological Seminary	6
University of Redlands	5	Elmhurst College	1
University of San Francisco	9	Frances Shimer Junior College	1
University of Santa Clara	6	George Williams College	11
University of Southern California	268	Illinois Wesleyan University	3
Whittier College	10	Knox College	3
Colorado		Lovola University	21
Colorado College	1	Monmouth College	1
Colorado State College	7	Northwestern University	68
Colorado's Woman's College	1	University of Chicago	128
University of Colorado	20	University of Illinois	61
University of Denver	14	University of Illinois, College of Medicine and Dentistry	3
Connecticut		Indiana	
Connecticut College	2	Butler University	4
Hartford Seminary Foundation	7	Earlham College	5
Trinity College	1	Goshen College	3
Wesleyan University	1	Hanover College	2
Yale University	104		

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Indiana University	46	Massachusetts Institute of Technology	239
Purdue University	48	Massachusetts State College	1
St. Mary's College	1	Mount Holyoke College	10
St. Mary-of-the-Woods College	5	Radcliffe College	16
University of Notre Dame	26	Simmons College	16
Valparaiso University	1	Smith College	10
Wabash College	3	Tufts College	30
Iowa		Wellesley College	20
Cornell College	1	Wheaton College	3
Grinnell College	1	Worcester Polytechnic Institute	4
Iowa State College	23	Michigan	
Morningside College	3	Albion College	1
St. Ambrose College	2	Alma College	1
State University of Iowa	29	Battle Creek College	4
Kansas		Calvin College	1
Bethany College	1	Cranbrook Academy of Art	1
Friends University	2	Emmanuel Missionary College	20
Kansas State College	10	Grand Rapids Junior College	1
University of Kansas	9	Hope College	2
Kentucky		Jackson Junior College	1
Berea College	9	Michigan College of Mining	51
Louisville Presbyterian Seminary	1	Michigan State College	17
Nazareth Junior College	1	Olivet College	2
Southern Baptist Theological Seminary	6	University of Michigan	309
University of Louisville	3	Wayne University	4
Louisiana		Minnesota	
Centenary College of Louisiana	1	Carleton College	4
Louisiana State University	124	College of St. Benedict	2
Southwestern Louisiana Institute	4	College of St. Catherine	2
Tulane University	60	College of St. Teresa	4
Maine		College of St. Thomas	1
Bates College	3	Gustavus Adolphus College	2
Colby College	1	Macalester College	2
University of Maine	3	St. Olaf College	3
Maryland		University of Minnesota	120
Goucher College	5	Mississippi	
Johns Hopkins University	61	Gulf Park College	2
Loyola College	1	Mississippi State College	1
Mount St. Mary's College	6	University of Mississippi	3
University of Maryland	12	Missouri	
Massachusetts		Drury College	4
American International College	4	Eden Theological Seminary	1
Amherst College	2	Junior College of Kansas City	1
Andover Newton Theological School	4	Kansas City-Western Dental College	4
Boston College	1	University of Missouri	30
Boston University	41	Washington University	18
Clark University	5	Westminster College	1
Fletcher School of Law and Diplomacy	3	William Jewell College	1
Harvard University	210	Montana	
Lasell Junior College	1	Montana School of Mines	31
		Montana State College	3
		Montana State University	4

APPENDIX

Nebraska

Creighton University	3
Duchesne College	1
Nebraska Wesleyan College...	1
Union College	1
University of Nebraska	18

Nevada

University of Nevada	4
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New Hampshire

Colby Junior College	3
Dartmouth College	4
Stoneleigh College	1

New Jersey

Centenary Junior College	1
College of St. Elizabeth	2
Drew University.....	9
Institute for Advanced Study	7
New Jersey College for Women	2
New Jersey State Teachers College	2
Princeton Theological Seminary....	16
Princeton University	39
Rutgers University	6
State Teachers College (Montclair)	2
Stevens Institute of Technology	7

New York

Alfred University	3
Auburn Theological Seminary	1
Bard College	2
Barnard College	13
Biblical Seminary in New York	12
Brooklyn College	1
Clarkson College of Technology	10
Colgate-Rochester Divinity School	2
Colgate University	1
Columbia University, Teachers College	143
Columbia University	229
Cornell University	224
Elmira College	1
General Theological Seminary	2
Houghton College	1
Jewish Institute of Religion	2
Jewish Theological Seminary of America	7
Manhattanville College	1
Marymount College	4
New York Post-Graduate Medical School	1
New York University	202
Pratt Institute	26
Rensselaer Polytechnic Institute	42
Rockefeller Institute for Medical Research	9
Russell Sage College	1

St. Bonaventure College —	2
Sarah Lawrence College	2
Syracuse University	23
Union College	5
Union Theological Seminary	19
University of Buffalo	2
University of Rochester	5
Vassar College	9
Wells College	1

North Carolina

Duke University	12
Guilford College	1
Johnson C. Smith University	2
Meredith College	1
North Carolina State College of Agriculture	8
University of North Carolina	7
Woman's College of University of North Carolina	2

North Dakota

North Dakota Agricultural College	3
University of North Dakota	5

Ohio

Antioch College	1
Baldwin-Wallace College	1
Bonebrake Theological Seminary	2
Capital University	8
Case School of Applied Science	5
College of Mount St. Joseph-on-the-Ohio	7
College of Wooster	4
Denison University	2
Hebrew Union College	7
Heidelberg College	1
Kent State University	1
Miami University	6
Mount Union College	3
Muskingum College	3
Oberlin College	17
Ohio State University	50
Ohio Wesleyan University	1
Ohio Wesleyan University	3
University of Akron	1
University of Cincinnati	21
University of Toledo	6
Western College	6
Western College for Women	3
Western Reserve University	17
Wittenberg College	7

Oklahoma

A & M College	5
Oklahoma College for Women	1
University of Oklahoma	20
University of Tulsa	4

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Oregon			
Linfield College	1		
Marylhurst College	1		
Oregon State College	83		
Reed College	10		
St. Helen's Hall Junior College	2		
University of Oregon	32		
University of Portland	2		
Pennsylvania			
Albright College	1		
Allegheny College	1		
Bryn Mawr College	3		
Bucknell University	1		
Carnegie Institute of Technology	15		
Crozer Theological Seminary	11		
Dickinson College	3		
Drexel Institute of Technology	1		
Franklin and Marshall College	4		
Geneva College	1		
Gettysburg College	2		
Hahnemann Medical College	19		
Jefferson Medical College	9		
Lafayette College	2		
La Salle College	1		
Lehigh University	17		
Lincoln University	7		
Lutheran Theological Seminary (Philadelphia)	3		
Marywood College	10		
Mercyhurst College	3		
Mt. St. Joseph College	15		
Pendle Hill and University of Pa.	2		
Pennsylvania College for Women	1		
Pennsylvania State College	35		
Philadelphia College of Pharmacy and Science	5		
Rosemont College	1		
St. Thomas College	1		
Seton Hill College	2		
Swarthmore College	12		
Temple University	21		
Thiel College	2		
University of Pennsylvania	108		
Villanova College	21		
Washington and Jefferson College	4		
Western Theological Seminary	2		
Wilson College	2		
Woman's Medical College of Pennsylvania	3		
Rhode Island			
Brown University	12		
South Carolina			
Furman University	5		
The Citadel	2		
University of South Carolina	2		
South Dakota			
Augustana College	1		
Huron College	2		
South Dakota State College	1		
State School of Mines	2		
University of South Dakota	1		
Yankton College	1		
Tennessee			
Fisk University	8		
Hiwassee College	6		
Meharry Medical College	28		
Peabody College	6		
Southwestern College	1		
University of Chattanooga	1		
Vanderbilt University	5		
Ward-Belmont School	1		
Texas			
A & M College of Texas	30		
Baylor University	14		
Mary Hardin-Baylor College	1		
Our Lady of the Lake College	2		
Rice Institute	6		
Southern Methodist University	2		
Texas Christian University	1		
Texas College of Arts and Industries	2		
Texas State College for Women	3		
Tyler Junior College	2		
University of Texas	31		
Wiley College	1		
Utah			
Brigham Young University	55		
Weber College	5		
Vermont			
Bennington College	1		
Middlebury College	3		
University of Vermont	2		
Virginia			
Averett College	3		
College of William and Mary	1		
Hampden Institute	5		
Hampden-Sydney College	1		
Medical College of Virginia	21		
Randolph-Macon Woman's College	2		
University of Virginia	13		
Virginia Intermont College	9		
Virginia Military Institute	2		
Virginia Polytechnic Institute	8		
Washington and Lee University	1		
Washington			
College of Puget Sound	24		
Seattle College	20		
Seattle Pacific College	6		
State College of Washington	67		

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University of Washington	499	Wisconsin	
Walla Walla College	7	Beloit College	1
Whitworth College	2	Marquette University	21
West Virginia		Mount Mary College	3
Bethany College	2	University of Wisconsin	98
Marshall College	2	Wyoming	
West Virginia University.....	20	University of Wyoming.....	2

LIST OF PUBLICATIONS

Following is a complete list of those published. Those marked with an asterisk (*) are out of print.

1919

*Announcement of Founding of Institute.

1920

*Bulletin No. 1. First Annual Report of the Director. 10 cents.

*Bulletin No. 2. For Administrative Authorities of Universities and Colleges.

*Bulletin No. 3. Observations on Higher Education in Europe.

*Opportunities for Higher Education in France.

*Opportunities for Graduate Study in the British Isles.

1921

*Bulletin No. 1. Second Annual Report of the Director.

*Bulletin No. 2. Opportunities for Higher Education in Italy.

*Bulletin No. 3. Serials of an International Character.
(Tentative List for Libraries.)

*Bulletin No. 4. Educational Facilities in the United States for South African Students.

*Bulletin No. 5. Guide Book for Foreign Students in the United States.

1922

*Bulletin No. 1. Third Annual Report of the Director.

*Bulletin No. 2. Notes and News on International Educational Affairs.

*Bulletin No. 3. A Bibliography on the United States for Foreign Students. 10 cents.

Bulletin No. 4. A Report on Education in China. 10 cents.

LIST OF PUBLICATIONS

1923

- Bulletin No. 1. Fourth Annual Report of the Director.
- Bulletin No. 2. Guide Book for American Students in the British Isles. 25 cents.
- Bulletin No. 3. Notes and News on International Educational Affairs.
- Bulletin No. 4. Fellowships and Scholarships offered to American Students for Study in Foreign Countries and to Foreign Students for Study in the United States.
- Bulletin No. 5. Guide Book for Russian Students in the United States (in Russian). 10 cents.
- Bulletin No. 6. Guide Book for Foreign Students in the United States (Second edition).

1924

- Bulletin No. 1. Fifth Annual Report of the Director (The Problem of Fellowships for Foreign Students in American Universities and Fellowships for American Students in Foreign Universities).
- Bulletin No. 2. Hints to American Students Going to France for Study or Research.

1925

- Bulletin No. 1. Fellowships and Scholarships Open to American Students for Study in Foreign Countries.
- Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States.
- Bulletin No. 3. Sixth Annual Report of the Director (Observations Concerning Foreign Centres of International Education).

1926

- Bulletin No. 1. Handbook for American Students in France. 25 cents.
- Bulletin No. 2. Seventh Annual Report of the Director (The Junior Year Abroad, Student Third Class, Summer Schools Abroad, Institute Activities). 10 cents.

1927

- *Bulletin No. 1. Guide Book for Foreign Students in the United States (in Spanish). 10 cents.
- *Bulletin No. 2. Guide Book for Foreign Students in the United States (Second Edition, Revised).
- Bulletin No. 3. The American University Union in Europe. (British Academic Degrees, France and Modern Science). 10 cents.
- *Bulletin No. 4. Eighth Annual Report of the Director (American Education in "Backward" Countries, The Expatriated Russian Professor, Unification of Activities in International Education, Institute Activities).

1928

- *Bulletin No. 1. The Institute of International Education—Its Origin, Organization and Activities.
- Bulletin No. 3. Ninth Annual Report of the Director (American Influence on European Education, Institute Activities). 10 cents.

1929

- *Bulletin No. 1. Fellowships and Scholarships Open to American Students for Study in Foreign Countries. 25 cents.
- *Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States.
- Bulletin No. 3. Tenth Annual Report of the Director (The Work Student Movement, Latin-American Cultural Relations, Institute Activities). 10 cents.

1930

- *Bulletin No. 1. Foreign Students and the Immigration Laws of the United States. 25 cents.
- *Bulletin No. 2. A Decade of International Fellowships—A Survey of the Impressions of American and Foreign Ex-fellows. 25 cents.

LIST OF PUBLICATIONS

Bulletin No. 3. Fellowships and Scholarships Open to Latin-American Students for Study in the United States (in Spanish). 25 cents.

Bulletin No. 4. Eleventh Annual Report of the Director (Some Reflections on American Educational Institutions Abroad, Institute Activities). 10 cents.

1931

*Bulletin No. 1. Guide Book for Foreign Students in the United States (Third Edition). 25 cents.

*Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States. 25 cents.

Bulletin No. 3. Twelfth Annual Report of the Director (Cultural Cooperation with South America, Institute Activities). 10 cents.

1932

Bulletin No. 1. The Foreign Teacher: His Legal Status as Shown in Treaties and Legislation — With special reference to the United States. 25 cents.

*Bulletin No. 2. Thirteenth Annual Report of the Director (Overproduction of Intellectuals, Cultural Barriers, Institute Activities). 10 cents.

*Bulletin No. 3. Fellowships and Scholarships Open to American Students for Study in Foreign Countries (Fourth Edition). 25 cents.

1933

*Bulletin No. 1. A Critique of the Report of The League of Nations' Mission of Educational Experts to China. 25 cents.

Bulletin No. 2. Handbook for American Students in Italy. 25 cents.

Bulletin No. 3. American Field Service Fellowships for French Universities, Inc. Record of Former Fellows. 25 cents.

- *Bulletin No. 4. Fourteenth Annual Report of the Director. (Summary of activities since the founding). 10 cents.
- Bulletin No. 5. Guide Book for American Students in the British Isles. (Revised Edition.) 25 cents.
- Program Analysis No. 1. Fellowship Administration.
- Program Analysis No. 2. Cultural Cooperation with Latin America.
- Program Analysis No. 3. General Activities of the Institute of International Education, 1928-1933.

1934

- *Bulletin No. 1. Guide Book for Foreign Students in the United States (Fourth Edition). 25 cents.
- *Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States (Fifth Edition). 25 cents.
- Bulletin No. 3. Fifteenth Annual Report of the Director. 10 cents.

1935

- *Bulletin No. 1. Sixteenth Annual Report of the Director. 10 cents.
- Bulletin No. 2. Fellowships and Scholarships Open to American Students for Study in Foreign Countries (Fifth Edition). 25 cents.
- Extramural Lectures. Report No. 1, by Dr. Karl Polanyi.

1936

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Bulletin of Yale University

New Haven 15 October 1938

Report of the President of
Yale University

For the Academic Year
1937-1938

BULLETIN OF YALE UNIVERSITY

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15 October 1938

REPORT OF THE PRESIDENT

IN this, my first report, I am anxious to reaffirm the expression of Yale's purpose and responsibility which I attempted to give in my inaugural address. We are pledged to the preservation and enrichment of learning and the training of men. The University must be the custodian of scholarship, jealously guarding the truths which have been ascertained and ceaselessly seeking out unseen truths by study and experiment. The University is further pledged to the cultivation of the mental, the aesthetic, and the spiritual capacities of its students, mindful always that they will be the active citizens of our democracy during the next generation, and that they should be worthy and capable of guiding the mind and spirit of the nation. This double function of scholarship and training is indivisible; there can be no separation of teaching and research; and both must be instinct with the passionate love of truth which is the only sure guarantee of intellectual freedom. All the operations of the University, whether of administration, of study, or of teaching, should be designed to serve this ultimate purpose.

The first business of the Administration, as of a ship's captain, should be the determination of position and course. Progress is essential, but we must be sure that it is in the direction of our objective. Drifting is as dangerous as it is useless. Prolonged anchorage leads to dry rot. Especially in the case of a new administration it is of primary importance to take careful educational bearings. For this reason the President requested the Corporation, at its first meeting in the autumn of 1937, to authorize a permanent faculty Committee on Educational Planning which would provide the University officers with the facts upon which policy might be based and would evaluate at regular intervals the strength or weakness of the University in the various fields of study. The determination of educational policy and the drafting of a long-range program must be the responsibility of the President and Fellows. But a committee of this kind composed of faculty members in immediate contact with detailed academic prob-

lems and able to report from close range upon the steps taken to capitalize strength or correct weakness is a clear necessity.

The committee is the natural outgrowth of the Committee on Educational Costs appointed in 1935 by President Angell to study effective methods of economy. It now assumes a positive and a permanent character. The University is under deep obligation to Dean Graves, who has accepted its chairmanship, a post for which he is ideally qualified by temperament, capacity, and long administrative experience. The remaining members of the Committee are Dean Warren, Professor Angier, and Professor Hemingway. They have held regular meetings, frequently in consultation with the University officers, and at the close of the college year completed a general memorandum upon educational needs and opportunities throughout the University. Under their supervision reports upon the different fields of study are in course of preparation by departmental chairmen. As a result of such surveys and of periodical rechecking we hope soon to possess a reliable table of priorities and to expend our available funds systematically at the points where we expect the greatest educational returns.

* * *

WHATEVER the strength of our program its success will depend upon the quality of the men who execute its details. At the beginning of the college year the new administration faced the necessity of filling immediately or very shortly a number of major University posts: Dean of Yale College, Dean of the Freshman Year, Master of Trumbull College, Librarian of the University, Director of the Peabody Museum of Natural History; each of them of vital importance. Yale has been fortunate beyond adequate expression in securing for these positions men of the highest qualifications. In February, 1939, William Clyde DeVane becomes Dean of Yale College. A graduate of the Class of 1920, a distinguished scholar in the field of English literature, and a stimulating teacher, Mr. DeVane left our faculty in 1934 to become head of the English Department in Cornell University. He returns to us bringing successful administrative experience, deep appreciation of scholarly problems, and a rare combination of

sagacity and imagination. At the beginning of the college year 1938-39 Norman Sydney Buck becomes Dean of Freshmen. A graduate of 1913, he has served on the College faculty since 1920, an outstanding teacher of economics and an effective administrator. He has taken a leading part in the recent development of the Yale College curriculum. As Class Officer he has come in close contact with the undergraduates. No one knows the Yale student better or understands more clearly the intellectual and moral problems the Freshman must face. Both Dean DeVane and Dean Buck will enter upon their duties fortunate in the fact that no momentum has been lost during the past year of provisional transition. For this happy fact the University is under the deepest obligation to Dean Nettleton of the College and Dean Longley of the Freshman Year. Their capable and devoted leadership has been responsible for a definite educational progress of which I shall have more to say later.

Dean Bayne-Jones relinquishes the mastership of Trumbull College. The heavy duties laid upon him by the leadership of the School of Medicine and his new directorship of the Board of Scientific Advisers of the Jane Coffin Childs Memorial Fund for Medical Research have made it impossible for him to continue as Master. His resignation is accepted with profound regret. We may hope that the historian who writes of the development of our College Plan will be able to set forth adequately the contribution made by Dr. Bayne-Jones in the drafting of the plan and the administration of his college during its first five years. To him as Chairman of the Committee on Bursary Appointments that aspect of the plan, admittedly essential to the success of the whole, largely owes its particular success. He himself and his wife, in contributions of equal importance, lavished upon the students of the college devotion, hospitality, and sympathy, never divorced from tact and common sense. There resulted an atmosphere in the college that could be fully appreciated only by its members and guests and of which there is abundant testimony. The University is especially grateful to Dr. Bayne-Jones for his willingness to carry his heavy triple burden during the past year, so as to give us full opportunity to study the problem of choosing his successor. The President was eager that the post

should be filled with a scientist of distinction. A meticulous survey was made covering the entire national field and lasting until midyear. By then it became obvious that no one could match the qualifications of Dean Charles H. Warren. He had himself taken a vital and active part in the development of the College Plan, as Dean of the Sheffield Scientific School he knew the Yale undergraduate, as Chairman of the Science Division he understood, no one better, the problems of the curriculum as relating to science. His acceptance of the mastership of Trumbull thus assures an ideal solution of a problem of the first importance.

Yale suffers profound loss in the retirement of Andrew Keogh, who has been University Librarian since 1916. He is regarded as the dean of American university librarians, and imagination does not permit us to conceive of the Sterling Memorial Library without him. He it was who was responsible for the fact that the new library—a great architectural memorial—became a model intellectual workshop; his administrative talent produced the miracle by which the enormous collections were transported without interruption of service from the old building to the new. Under his librarianship the number of books in Yale's main library increased from 1,070,000 to 2,088,000.

Mr. Keogh has built up a technical library service that is probably unsurpassed in the world. In no other great library can a book be located and transmitted to the user with greater speed. Under his leadership the Library has acquired outstanding collections in a variety of fields, collections which form the pride of Yale. To him and to Charles E. Rush, Associate Librarian, leader in the application of microphotography to library service, who leaves us to become head of the Cleveland Public Library, Yale is under an unending obligation.

To discover a successor to Mr. Keogh was perhaps the most difficult task of the new administration. The President appointed a committee, under the chairmanship of the Provost, composed of Professors Cushing, Angier, and Young, Mr. Wilmarth S. Lewis, and the Secretary of the University, with the mandate to study possibilities not merely in the professional library field, but in all the academic faculties of

the nation and in the learned professions. After six months of intensive search the committee returned with the name of Bernhard Knollenberg of New York City, whose recommendation by the President was immediately confirmed by the Corporation. Mr. Knollenberg, a graduate of Earlham College in the class of 1912 and of the Harvard Law School in 1916, has had a distinguished career as practising lawyer and has been a partner of Lord, Day and Lord. He has conducted classes in New York University, is an historical scholar of the highest quality, and an Associate Fellow of Saybrook College. His knowledge and interest in books, his intellectual power, and his personal vigor give grounds for the utmost confidence in his leadership of this central university undertaking.

Gifts to the Library have made the last year of Mr. Keogh's administration notable. Most of them have come through the activities of that excellent organization, the Library Associates, organized some years ago by Frank Altschul, '08, brilliantly carried on by Wilmarth S. Lewis, '18. A complete list of the important accessions is published in Mr. Keogh's final report. I would here draw attention to a few of the outstanding gifts.

The Joseph Conrad Memorial Library was presented to the Library by Mr. George T. Keating of Plainfield, N.J., who spent many years in completing it. The writings of Thomas Mann have come to us through the coöperation of the distinguished author himself and of Mr. Joseph Angell of New Haven. Great interest has been taken in the collection of maps and atlases including the famous Karpinski-Von Wieser Collection. The Corporation has designated this valuable geographical material in the Library the Thorne Collection of Cartography and Geography in recognition of the generous gift of Dr. Victor Corse Thorne, '94 S., in memory of his brother, Samuel Brinckerhoff Thorne, '96. Col. Arthur W. Little of New York and Professor A. Guyot Cameron of Princeton University presented over twelve hundred volumes, pamphlets, and prints illustrating the career and influence of Cardinal Richelieu.

Notable accessions to the collection of American literature are recorded with deep gratitude. Manuscripts have been

received from Archibald MacLeish, '15, Stephen Vincent Benét, '19, Douglas S. Moore, '15, Booth Tarkington, Meredith Nicholson, Gertrude Stein. Sinclair Lewis, '07, has made a gift of his notebooks and the manuscripts of nearly all his writings, a collection of great value to the future student of American letters. Finally, just before Commencement, the manuscripts and papers of the late Edith Wharton, Litt.D. 1923, came to the Library from her literary executor, Gaillard Lapsley.

* * *

SINCE 1936, when age compelled his retirement from active instruction, Professor Lull has generously consented to continue as Acting Director of the Peabody Museum, thus creating ample opportunity for studying the difficult problem of his successor. After long and careful consideration the Trustees of the Museum recommended the appointment as Director of Professor Albert Eide Parr, the quality of whose scientific scholarship and whose administrative breadth guarantee the continuance of the great Yale tradition in this post. The Corporation made the appointment effective as of February 1, 1938. To Professor Lull all Yale faculty, students, and alumni extend their heartfelt thanks. He has administered the new Peabody Museum with tact and skill, has stimulated research and served the education of the public, he has awakened the undergraduate mind to the problems of natural history. Thousands who took his courses hail him as one of the greatest teachers of his generation.

Professor Parr has developed far-reaching plans for the enlargement of the collections and their more effective organization within the halls. When these plans have been completed the Museum will be equipped to serve as a center for comprehensive study of the origin and development of life in all its forms, and of the environmental influence upon living organisms of earth, sea, and climate. Without minimizing the research for which the Museum has been noteworthy, increased emphasis will be placed upon the educational value of the exhibits, to the benefit of our own students, the pupils of the public schools, and the adult population of the city. The plans call for considerable expenditure in remodeling

the exhibition halls and improving the collections. The cost, however, will be relatively small in proportion to the results to be obtained; while it is expected that the investment of funds in this program will postpone indefinitely and perhaps forestall entirely the large expenditure which would otherwise have to be made upon structural expansion of the building.

In the central administrative offices new appointments have long been desired to help carry a burden that has grown rapidly heavier during the past decade. In a special report of 1936 the Finance Committee of the Corporation called attention to the overload on the Treasurer's office and recommended the appointment of an additional officer primarily to take charge of the investment portfolio. During the previous sixteen years the investments of Yale had approximately quadrupled and the Treasurer's office obviously stood in need of increased assistance. In the spring of 1938 the Corporation, upon the recommendation of the Finance Committee, amended their By-Laws to provide for the appointment of an Associate Treasurer; and upon the recommendation of the President appointed Laurence Gotzian Tighe of the Class of 1916, who leaves a brilliant career in finance and the position of vice-president and director of Brown, Harriman & Company to return to Yale. Mr. Tighe began his active service as Associate Treasurer on April 1, 1938, giving especial attention to the investment portfolio. To the Finance Committee and to Mr. Farnam, who in the midst of the multifarious problems arising from the material growth of the University have given assiduous attention to the portfolio, Yale owes an inestimable debt. They will continue to carry responsibility for the investment policy of the University, Mr. Tighe assuming the executive charge of the portfolio.

When Dean Furniss became Provost of the University in the spring of 1937 it was understood that he would continue as Dean of the Graduate School, but that the position of Associate Dean would be created. In October, 1938, upon his recommendation, endorsed by the President, Professor Roswell P. Angier was appointed Associate Dean. He brings to the office the skill that comes from important and constant administrative experience, a comprehensive understanding of the problems relating to advanced study, an unrivaled

objectivity. In the spring of 1938 Mr. Ogden Dayton Miller, of the Class of 1930, after important and successful experience in the Bureau of Appointments, the Department of Personnel Study, the Board of Admissions, and as Secretary of the Alumni Board, was appointed Assistant Secretary of the University. From the appointment we expect to derive the greatest assistance, especially in the important matters that touch our relations with the schools, with the alumni, and with the general public.

* * *

No matter how important the choice of administrative officers, it is merely preliminary to the main business of education. Their purpose is to provide adequate opportunities for the faculty, upon whose effectiveness the greatness of the institution will depend. The preliminary memorandum of the Committee on Educational Planning provides a basis for at least a provisional estimate of Yale's educational strength. It emphasizes, as was to be expected, the distinguished teaching qualities of the faculty—qualities which are traditional and which have brought prestige to Yale and especially to our undergraduate schools. As I stated in my inaugural address, I believe that we possess in our teaching program an incomparable opportunity which it is our duty actively to capitalize. To draw the highest returns from our existing teaching strength we must improve our methods and we must enlarge our faculty.

In Yale College the most important improvement of recent years has been the establishment of the general departmental examination. Although it has been given to only two graduating classes the effect upon the attitude and the intellectual activity of the undergraduates is obvious. In the Sheffield Scientific School this type of examination, already adopted by certain departments, is during the coming year to be extended to all. The impetus given by the examination to undergraduate effort in scholarship has been enhanced by the decision of the faculty to recommend for final Honors candidates who had not taken the specialized honors course of study but whom the department regards as deserving of the award because of distinction in the general course and the

final departmental examination. The result of this decision has been to inspire the abler students in the general course to a degree of effort hitherto restricted to the specialized Honors candidates. The same plan is being applied for the next year in the Sheffield Scientific School. For the great body of Seniors the departmental examination is coming, with surprising rapidity, to represent the focus of the undergraduate's education. I quote from the report of a college master who was in an ideal position to make observations:

"Nothing in the experience of the last five years in the college has been more striking than the seriousness with which members of the Class of 1938 have faced this ultimate test of their achievement in their major fields of study. From the beginning of the March reading period to the end of the year conversations with members of the class were sure to turn, sooner or later, to the departmental examinations, and I am informed by the staff of the Dining Hall that this was not the case only when members of the faculty were in their company. That our Seniors studied hard in their final preparation for these examinations is beyond all question. What is more, the example of hard work which they set seems to have influenced the entire College. During the evenings of the June examination period, the court was as quiet as a church. Every study in the dormitories appeared to be lighted, many of them till far too late an hour. Any festive or boisterous underclassman who raised his voice in shout or song was promptly cursed into silence. Most significant of all, the Seniors' concern about their examinations communicated itself definitely and specifically to the Juniors. . . . The major students who had been assigned to me as their consultant came to me on their own initiative, before leaving New Haven, to secure lists of reading for the summer, in order that they might begin at once to make themselves ready for the departmental examination."

Good teaching is not merely the delivery of brilliant lectures. It implies also the utilization of methods that will lead the student himself to do the work under competent supervision. The effect of the departmental examination is to create an undergraduate attitude of serious intellectual purpose. This is a matter of primary importance. Taking it in con-

junction with the high quality of our faculty we may congratulate ourselves deeply.

But if we are to draw the full benefits of this system we must further improve our methods. If we are to substitute for the old didactics that threw all the intellectual effort upon the instructor a system of learning in which the student will come to teach himself, we must provide methods of individual supervision. Without them, the student who has not yet learned how to learn will be distraught and discouraged. This fact was clearly recognized at the time when the departmental examination was first approved by the College Course of Study Committee. During the past two years steps have been taken to provide such supervision, either by assigning an undergraduate to a faculty consultant, or by inaugurating small discussion groups allied with or in place of the larger courses. Effective educational supervision cannot, however, be developed except upon the assumption of a large increase in faculty personnel.

Even if we failed to seize the opportunity before us by developing further a system of educational supervision, increase of the faculty is called for by reason of the overload thrown upon our existing faculty. Such an overload in teaching is not merely unfair to the faculty but in the long run will destroy our creative scholarship. A member of the Committee on Educational Planning writes: "As a result of my conversations and correspondence with departmental chairmen concerning the most pressing needs of their departments for the years 1939-42, I am impressed by the fact that Yale's prestige as a teaching institution has been achieved and is being maintained at the expense of her reputation as a body of productive scholars. . . . Our admirable policy of teaching in small divisions in Freshman Year and in giving individual attention and providing group discussion courses for our majors, as well as the inevitable expenditure of time by Fellows of colleges in the social relationship with students that makes the College Plan effective, results in a constantly diminishing amount of free time for scholarly work by the faculty." On top of heavy teaching schedules we have imposed a heavy burden of work in the administration of the new majors and departmental examinations. Relief is essential and must be

found in an increase of faculty. The success of the entire plan depends upon it.

With these factors in mind the Corporation at its October meeting approved in principle a plan calling for a large faculty increase over the next ten years. If funds can be provided, such an increase would relieve the overload now existing and would provide for the extension of the system of supervision and the creation of small discussion groups in place of many of the existing formal courses. The Corporation, further, took a definite step by allocating to this purpose a particular sum of money, which through the generous gift of Edward S. Harkness, '97, was later enlarged. As a result sixteen extra instructors over and above previous normal requirements have been added to the undergraduate faculties. Eight of them have been assigned to the Freshman Year.

We are thus enabled to carry forward our plans for educational supervision. In certain departments every Junior and Senior has been assigned to a consultant; in others only the Seniors have been assigned. A large number of discussion groups have been set up. To carry the plan to virtual completion will cost a large sum. Much of this will doubtless be obtained through increase in University funds, perhaps by specific gifts. Much of it however can be secured, I believe, through carefully considered economies.

Without essential injury to the education of the student many formal courses now traditionally regarded as essential to the prestige of the University or the welfare of the undergraduate can be eliminated. American education has suffered increasingly from the assumption that the more courses offered the better the curriculum. Some institutions, as President Lowell of Harvard has ironically remarked, seem to regard their ideal as a complete mosaic of all human knowledge with a professor standing on each individual tile. Related to this theory is the further assumption that, positively, if a student has had a course in a certain subject he is "educated" in that subject; and that, negatively, no student can master a subject unless he has taken a course in it. Years ago President Hadley pointed out the fatuity of the assumption, made, as he pointed out, "in complete disregard of the invention of Gutenberg.

One would imagine these people had never learned of the existence of the printing press."

I am prepared to insist upon the necessity and value of certain large lecture courses and of certain courses that have acquired significance because of the personal qualities of the instructor. It is clear to me that the number of formal specialized undergraduate courses at Yale can be diminished without serious injury. Such reduction will involve the sacrifice of certain personal interests. But in it can be found a means of important economies that will enormously facilitate the general program. Every formal course, taking from a third to a quarter of an instructor's teaching time, costs a sum of money small or large depending upon the instructor's salary. The elimination of 20 per cent of our formal courses in the larger departments would in itself immediately go far toward solving the problem of the teaching overload.

Such reduction in the number of courses would imply a corresponding reduction in the number of formal courses taken by the undergraduate. At present the normal undergraduate expects to take five courses a year. In a number of cases part of this work may be of an informal nature. In the case of the specialized honors course the amount of formal course work may be further reduced. There is little beyond tradition to put forward in favor of a five-course system. The history of four-course and three-course plans in other institutions indicates no loss in educational values and a decided gain in the quality of undergraduate work. At Yale we have adopted in the departmental examinations the principle of placing increased responsibility upon the student. But thus far we have failed to draw the natural conclusion by reducing the number of formal courses offered and taken. Such reduction will greatly ease the increased burden of cost that would otherwise be involved in developing a system of individual educational supervision. Hence at the moment that we ask the Corporation and interested alumni to find funds to provide an increased faculty, it is reasonable that we ourselves should consider steps that will enable us to use our existing faculty more effectively.

* * *

OF the future importance of the colleges in developing the intellectual interest of the undergraduates there can be no

doubt. The immediate problem is how best to utilize the college organization. It is definitely decided that the department must exercise final jurisdiction in the planning and the control of the undergraduates' preparation for the general examinations. Whether the college should serve as the friendly handmaid of the department in this process, or should rather attempt to develop the undergraduate's intellectual interests in directions separate from his major departmental field, seems to me a question that must be decided by the personal tastes of the individual master and by the test of experience.

It is quite possible that the answer may be found, as is so often happily the case in academic history, in the decision of undergraduate opinion itself. It is beginning to seem natural to the students to turn to the Fellows of the college for advice and assistance in their preparation for the departmental examinations. I quote again from a master's report:

"The availability of faculty consultants who are taking meals regularly with them and who have offices within the court means much to a generation of young men who have been deprived by the automobile of the normal use of their legs, and to whom a walk of three blocks is a thing to be undertaken only under the pressure of a classroom appointment or the lure of the movies. When to this purely physical consideration is added the existence of a cordial personal relationship of two or three years' standing, recourse to a consultant in the man's own college becomes inevitable and is likely to be immeasurably more profitable than if he were assigned to a man whom he knew only in the classroom, if he knew him at all." This natural undergraduate tendency will, I believe, lead the departments to place their students so far as possible under the personal guidance of the Fellows of a college, and the college will inevitably respond to the demand for assistance. Already the increased use of the college libraries, especially during the reading periods, for work leading to the departmental examination indicates the natural trend.

Such assistance to the student in the work of the organized curriculum is all to the good and indicates the faith of those who early saw in the colleges factors of the greatest educational importance. The wisdom and the restraint displayed

by the college masters gives guarantee that there will be no serious clash between the jurisdiction of the department and that of the college. Nor does such assistance preclude the development of purely college organizations devised to stimulate the undergraduate along lines aside from his major interests. These organizations have already done much to enrich the intellectual and the aesthetic aspects of student life. There is ample evidence that a college can serve effectively to assist the student in the regular curriculum, and can also maintain literary and political discussion groups, concerts, lectures, musical and modern-language clubs, informal magazines, printing presses. Care must be taken that the college does not attempt to duplicate work offered by the departments or that it demand too large a share in the time of any individual Fellow in the pursuit of such interests. That the colleges have passed from the stage of mere residential units and that they are adding these intellectual and aesthetic values to the social advantages they offer may give rise to intense satisfaction.

An adequate picture of the life in the colleges with suitable emphasis upon the new values brought to faculty as well as students would require a full-size book. One aspect of this life that deserves especial mention is the increasing number of distinguished visitors that are brought into close touch with Yale students and teachers and whose presence and conversation provide educational assets beyond estimate. Brief visits from such men as the President of Princeton, the Master of Pembroke College, Cambridge, former President Hoover, William Allen White, former Chancellor Brüning, Jean Prévost, Dr. Eli Heckscher of Sweden, former Senator George Wharton Pepper, as well as stimulating longer visits, sometimes of three weeks and more, of such men as Provost Sheppard of King's, President Wei of Central China College, Dr. Woodger of the University of London, and Dr. Hanns Oertel, formerly Dean of our Graduate School and now at the University of Munich, bring to Yale an educational wealth that is not to be found in either classroom or library. The visitors live in the college, take meals in hall, meet students and faculty in the common room or in the Master's House.

GENERAL satisfaction over improvements in the social and intellectual life of upperclassmen should not obscure the unsatisfied needs of the Freshman Year. It has been our determination this year to study these intensively and to develop immediately plans for meeting them. Everyone recognizes the importance and the difficulty of providing satisfactorily for the period of transition from a carefully supervised life in the secondary school to that of relative freedom in college, from the period of discipline to that of inspiration. At the request of the President, the Acting Dean of Freshmen, Mr. Longley, in conjunction with Dean-elect Buck, drafted a statement of essential needs. These we are endeavoring to satisfy as soon as possible. In the first place it seemed clear that the mere physical unity of the Freshman class would have the happiest effect upon its morale. Following conferences with the Yale College faculty it was decided to house the entire Freshman class, which in recent years has been widely scattered, upon the Old Campus. To provide reasonable equality of living conditions the older dormitories, Farnam, Lawrance, and Welch, have been reconditioned. As Dean Buck points out, a year of life in buildings and on a campus so saturated with the traditions of the Old Yale can hardly fail to make an indelible impression. "The Campus is the Old Yale—the Yale you and I knew as undergraduates—the Yale that it is good for Yale men to get to know before they become a part of the new Yale which the college plan has brought."

The second great need of the Freshman Year is an improvement of the Counselor System. The experience of the past sixteen years has indicated the value of some organization of this kind to provide for incoming Freshmen the personal supervision that college Fellows may offer to the upperclassmen, and which is even more essential in the case of newcomers who have not yet found their bearings. We have as yet failed to capitalize fully the inherent merits of the counselor plan. The number of men assigned to the supervision of a single counselor should be diminished; the teaching load of a counselor should be lessened, and the time he gives to counseling should be regarded as an essential part of his teaching time; personal success as a counselor should be placed on the same basis as success in classroom instruction or scholarly

distinction. Such a policy can be carried out only through an increase in the size of the Freshman faculty. Dean Buck plans with the aid of special funds not merely to develop this policy but to supplement it by the use of young graduate students who will reside in the dormitories for Freshmen and will assume advisory functions. Twenty-four such resident counselors have been appointed for the coming year. The men selected have without exception been the undergraduate leaders of their day and are well qualified to serve as advisers, perhaps better than older men. These younger graduates, it should be understood, will not undertake the work of educational supervision which belongs properly to the faculty.

The third great need of the Freshman Year is relief from excessive teaching load in certain departments, a condition not merely unfair to the faculty but unfortunate in its effect upon the quality of teaching. The need has already been met in part by the special grant from the Corporation enlarged by the gift of Mr. Harkness. But it is certain that if the general quality of Freshman teaching is to be elevated to the standard we desire, further special allocations for this purpose will be necessary. I believe that the interest of Yale's alumni and friends in the providing of the best possible teaching corps for Freshmen will help us to meet this need. I have every confidence in Dean Buck's capacity to meet the ever-present administrative problem that touches the teaching of elementary courses—a problem that calls for ruthless elimination from Freshman work of unqualified teachers regardless of their scholarly capacity, and a willingness to recognize effective teaching in terms of salary increases. The general level of our elementary teaching at Yale has been very high, judged by the standards of American colleges. I believe it to be possible and necessary to raise it to a still higher level.

* * *

THE past year has been characterized by an increasing appreciation of the solidarity of undergraduate interests and a steady tendency to break down the traditional or social barriers that separate the candidates for degrees in the Arts, Science, or Engineering. The colleges have done much to contribute to this process and promise to contribute still more.

It is of the utmost value to the student specializing in Science and Engineering and carrying a schedule weighted by long hours in the laboratory to find in his college the amenities of life and the social contacts that represent much of what we call a liberal education. It is of equal value to the student majoring in the humanities to learn from his scientific associates in college something of those aspects of life which touch every angle of contemporary civilization and are studied seriously by so few college men. It is in my opinion eminently desirable that men whose major interests lie in the humanities should elect more science as part of a liberal education than they now choose. It is of even greater importance that no man whose natural interest would lead him to major in science at Yale should be discouraged by artificial barriers.

In a social sense the single outstanding distinction separating the students of the three upper-class schools is that which affects eligibility to fraternities and societies. In so far as this distinction has affected the choice of a course of study it has been unfortunate and we may hope that it will shortly disappear. Great progress has been made in coördinating courses in Yale College and the Scientific School in recent years. Further accomplishment in this direction is desirable, especially in the field of economics. Moreover, it is essential that the grading systems in the undergraduate schools be re-studied and a common system adopted.

Such problems and others can be settled satisfactorily only by a deliberative body of reasonable size, representative of the undergraduate schools and the departments serving them. The existing Faculty of Arts and Sciences has proved too large for effective deliberation and has by the terms of its composition excluded the younger faculty. The Committee on Educational Planning, after a study of existing university organization, recommended a reform of the Faculty of Arts and Sciences to provide representation of professors of all grades in the undergraduate schools and the Graduate School, chosen by the departments. Representation of the Graduate School is essential because of the close community of its interests with those of the undergraduate schools. The proposed faculty, which has been approved by the Corporation, will number about sixty-five. Under the chairmanship of the President

it will deliberate upon all questions which in his opinion affect the interests of two or more schools. Its executive committee as at present will consist of the President, the Provost, representatives of the Treasurer's office and the Council of Masters, and the deans of the five represented schools. This committee will serve as the body empowered to survey and revise the budgets of all departments serving the schools and will review all recommendations for promotion or appointment.

The suggestion was made and carefully considered that Yale depart from its traditional methods by virtual abolition of the administrative control of the separate undergraduate schools, breaking down the Faculty of Arts and Sciences into four or more divisions to each of which would be given general administrative jurisdiction similar to that now exercised by the schools. There is much to be said for the proposal, which would simplify procedure and facilitate effective coördination. This plan was not approved because it was thought that vitally important values would be lost by the virtual elimination of the schools in the promotion of educational policy. It is my belief that the necessary coördination can be secured through the new representative faculty while the values that result from the historical sense of responsibility characterizing the schools are retained. In my opinion the central executive committee including the five Deans under the President's chairmanship is more effectively representative of varied educational interests and a more able organ of centralized coördination than would be a similar committee of divisional chairmen.

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THE Graduate School must hold a position of large importance in every plan for stimulating the intellectual life of undergraduate students and improving the educational programs of the undergraduate schools. It is here that most of our teachers receive their training. Hence both the quality of instruction in the classroom and the less formal impetus given to intellectual activity on the campus are directly affected by the functioning of the Graduate School: by the wise selection of graduate students, by the character of the training it provides for those students, by the quality of the faculty with

whom they associate and from whom they draw inspiration. In these three aspects the interests of our undergraduate, as well as those of our graduate students, demand the maintenance of the highest standards.

The Graduate School is more than a training ground for future teachers. An equally important function is its service to the University and to the world of learning through the stimulation of scholarly activity in all branches of human knowledge. In a very real sense the School is the custodian of the research interests of our faculties. Any failure on its part to emphasize the importance of high scholarship in the sciences and the humanities, or any inability to provide adequate resources for these activities, would work direct injury to the University itself through deterioration in the quality of its personnel and would thwart the University in the discharge of a direct obligation to society. A university is not merely a training school but also a seat of higher learning under continuous duty to contribute to the fund of knowledge at the command of mankind. This function the Graduate School must perform with ever-increasing effectiveness if Yale is to hold her place in the front rank of universities.

Certain problems arise with respect to each of these functions of the Graduate School. Satisfactory achievement in education demands that the student body be restricted in number and that extremely high standards of selection be applied. To facilitate the admission of students of the highest quality, but of limited means, the School stands, as always, in need of funds for fellowships. Pending the acquisition of new funds consideration should be given to more effective use of those now at our disposal. The Dean suggests the desirability of reducing the number of fellowships granted and increasing the amounts of the individual awards. Such a step would be in accord with the policy of limiting numbers and emphasizing outstanding distinction.

The Graduate School, like the undergraduate schools, faces the problem of teaching load and in the same departments, especially those of English, Chemistry, and History. It is evident from the memorandum of the Committee on Educational Planning that the teaching prestige of the School has been carefully maintained, but at the expense of research opportunities

for the professors. If the student body is not to be further restricted, the size of the faculty must be increased to provide time for individual research and especially as insurance against overwork. Experience shows that the normal professor in the Graduate School if he is called upon to carry an extra teaching load will do so and attempt at the same time to maintain his regular hours of research. The result is loss of sleeping hours and no recreation. Ultimately the University pays a heavy price.

For the further promotion of research the most obvious need of the Graduate School is a large flexible research fund. The scholarly profit that has come from the small funds at our disposal is out of all proportion to their size. Increase in those funds will pay tremendous dividends in scholarly usefulness and distinction. Appreciating the importance of such a policy the Corporation this year allocated five thousand dollars of general funds for this purpose; I hope that it may be possible to increase this sum progressively and materially, and that friends of the University will appreciate the values that will result from gifts made for this purpose. The fund should be at the free disposal of the Dean of the School, to be used at his discretion for assistance in scientific or academic research, travel, or publication.

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UNTIL the Committee on Educational Planning has completed a more definitive report no general statement can be made regarding the relative needs of the departments that serve the Faculty of Arts and Sciences. Certain obvious necessities that will clearly engage our attention immediately must be mentioned. The University has been fortunate beyond measure in securing the services of Professor Hardy Cross as chairman of the Civil Engineering Department. Failure to exploit the strength thus acquired would be indicative of extreme scientific myopia. It is imperative that the Laboratory of Civil Engineering be renovated and that the teaching staff be increased. Chemical Engineering, because of the increase in elections, is in dire need of larger quarters and a larger teaching staff; otherwise a policy of restriction must soon be adopted in a field which in the national sense is growing

rapidly. The Economics Department during the past four years has suffered from retirements for age. The gaps have not been filled nor the budget restored to anything approaching its former level. The Department of French will be immeasurably strengthened in 1939 by the appointment of Henri Peyre who has accepted a Sterling Professorship; further appointments in this field will be necessary. These and other particular needs will be laid before the Corporation during the coming year.

A development of the first importance, not merely to the Graduate School and the Engineering School but to the University as a whole, is the establishment under the auspices of the Committee on Transportation of the Bureau for Street Traffic Research. Yale has for many years conducted broad studies of the problems of transportation, which in the present generation have assumed new importance and create new difficulties because of the almost universal use of the automobile. The University now applies its interest in transportation to a new field with the purpose especially of developing engineering and administrative principles for the relief of the joint problems of traffic accidents and traffic congestion. Twenty-three graduate fellowships have been made available in this field, of which fifteen are supported by a general grant from the Automotive Safety Foundation and eight by a grant from Mr. Alfred P. Sloan, Jr. The major financial support for the Bureau comes through the Automotive Safety Foundation and its President, Mr. Paul G. Hoffman. The Director of the Bureau, Dr. Miller McClintock, is recognized as the outstanding authority on problems of traffic engineering. We are happy to welcome him, together with his associates, to the Yale faculty.

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WE have profited again this year from our affiliation with the Bishop Museum in Honolulu through the strengthening of our faculty in Anthropology. In accordance with the agreement between the two institutions, the Trustees of the Bishop Museum selected two of the world's most distinguished scholars, Professor Robert H. Lowie of the University of California and Dr. Charles G. Seligman of London, to serve each

for a semester as the Museum's Visiting Professor in the Yale Graduate School. Through their work in the classroom, their stimulation of research among advanced students, and their collaboration in the scholarly activities of the faculty, these men made notable contributions to the year's achievements in anthropology and ethnology. The policy which has been followed for several years past of placing this visiting professorship in the same field of study and research, a field in which both institutions are strong, enhances the cumulative benefit which the University derives from her relationship with the Museum. At the present time, the Department of Anthropology counts as one of its important assets the inclusion in its faculty year after year of a scholar of established reputation brought here from another university on funds provided by the Bishop Museum. Yale for its part contributes to the work of the Museum by providing a member of its own faculty to serve continuously as the Museum's Director. At present this post is held by Professor Peter H. Buck, formerly a member of our Department of Anthropology, who continues to hold his position as professor of the Graduate School in full standing while on duty in Honolulu.

That feature of our agreement with the Bishop Museum which provides two research fellowships annually at the joint cost of the two institutions raises certain problems. It is not easy by correspondence at so great a distance to select candidates who will be equally satisfactory to the University and to the Museum. The research program of the Museum does not always coincide with the immediate interests of our own departments. It results that the fellowships cannot always be used to benefit the intellectual life of the University faculty and students, as well as to further research projects forming a part of the Museum's integrated program. From the point of view of the University it would be desirable to reserve these fellowships for our advanced graduate students or the younger members of our faculty, individuals who would themselves profit by a year of field work in the Pacific area and, through their continuing association with Yale, would give impetus to our scholarly activity. Experience has shown, however, that only rarely do candidates among our own group fit into the research program of the Museum. Consequently, the fel-

lowships are bestowed upon scholars who, however well qualified to advance the Museum's long-range program, have little affiliation with the University. The problem deserves careful consideration.

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It is gratifying to record that arrangements have been concluded to continue the work of the Institute of Human Relations for a ten-year period after the termination of the original grant next spring. This has been made possible through a generous gift of funds by the Rockefeller Foundation. The experience of the past decade has aided us materially in reshaping the research program of the Institute and clarifying its objectives. As in the past, emphasis will be placed upon investigations in borderline fields touching several specialized departments, dealing with problems of direct concern to human welfare. Changes have been made, however, in administrative organization to increase the mobility of the research fund and to avoid dissipation of effort. In a subsequent report I propose to deal more at length with this important part of the University's activity.

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No problems of the University call for more careful study and active promotion of plans for increased endowment than those raised by the School of Medicine, the School of Nursing, and the affiliated New Haven Hospital and Dispensary. The development of the study of medicine at Yale during the past eighteen years forms an extraordinary chapter in our history; it has brought the Medical School to a position of very high prestige as a teaching body and as a group of research scientists. A recent survey of all American medical schools placed the Yale faculty as among the first tenth, rated by "adequacy and competence." The quality of the students is indicated by the fact that of those filing applications for admission with accompanying fee only one in ten can be accepted. It is substantiated further by the character of the hospital positions offered our students upon their graduation.

The distinction of the research activities of the School is indicated by the number and the size of the special endow-

ments created for special studies in the School. Of these the most striking is the Jane Coffin Childs Memorial Fund for Medical Research, established in June, 1937, by a gift from Starling W. Childs, '91, and Miss Alice S. Coffin. The gift was made in trust and the fund is independent of the University; but the major portion of its income in the coming years is to be devoted to the development at Yale of a center of research on cancer. The fund is administered by a Board of Managers acting upon the recommendation of a Board of Scientific Advisers of whom Dean Bayne-Jones is chairman. Grants in aid of research into the causes, origin, and treatment of cancer have been made to investigators at Yale and three other institutions. A grant has been made for the construction of an air-conditioned building to house the genetically controlled colony of mice used for cancer research. The fund has begun the purchase of books and monographs in the field of cancer and made appropriations for special apparatus.

This report in its brevity cannot do adequate justice to the extent and scientific value of the research that is going forward actively in each of the Medical School laboratories, preclinical and clinical. It is difficult to overstate the importance of this research in its effect upon the quality of the School's teaching program and in its relation to the conditions of human life.

The position now held by the Yale Medical School as a teaching and research institution has been attained during a period of which almost half was characterized by general economic depression; it was made possible by the imagination and energy of the medical leaders at Yale who won the confidence of the benevolent foundations, by the generosity of individual donors, and by the willingness of the University administration to contribute largely from general University funds. There has never been a more convincing demonstration of the power generated by the combination of faith, hope, and charity, liberally interspersed with intelligence.

Equally impressive has been the development of the School of Nursing, which has rapidly attained a position of the highest distinction in a field now generally recognized as of the first importance to human welfare. No one who has passed as a patient through a hospital experience under the

care of a good nurse will hesitate to affirm the wisdom of developing the profession on the highest plane possible. Nursing education of the best kind can obviously best be given by universities established in the field of medicine with the associated hospital and dispensary services necessary in nursing education. At Yale resources of exceptional scholarly value are brought to the teaching of nurses. The School has been able to maintain high standards of entrance requirements. It draws a group of young women all of whom have the bachelor's degree. It has sent its graduates into positions of importance throughout the country and abroad, in hospitals, public-health organizations, universities, and colleges. The Principal of the School of Nursing in Beirut, Syria, the Director of the State School of Public Health Nursing in Praha, Czechoslovakia, the Dean of the School of Nursing at Changsha in China are graduates of the Yale School.

The Medical School and the Nursing School have, through extraordinary effort and special gifts, attained a position of eminent distinction and usefulness, not merely to the University but to the general community. If that position is to be maintained, if we are fully to capitalize our existing physical plant and educational staff, and if we are not to lose the opportunity of higher distinction and greater usefulness, special efforts must be made immediately to meet certain crying necessities and to provide greatly increased endowment. A comprehensive report is now being drafted, which when completed will specify these needs and indicate methods by which they may be satisfied. They are involved naturally with the problems of the New Haven Hospital and Dispensary, with which the University is affiliated, to which the University contributes great service and great financial assistance, and upon which our medical and nursing education so largely depend. The problem is obviously one of community as well as of University interest. It should be approached broadly and vigorously, but it is of such size as to demand the most studied preparation for an adequate solution.

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WITH the passing of each year we receive increasing evidence of the effectiveness of the School of Law in preparing young

men for the profession which, in these days of social, economic, political, and administrative change, is of vital importance to the national life. Such evidence is to be found in the placement of graduating students, in the results of bar examinations (for which the School makes no special preparation), and especially in the number and quality of candidates for admission. There is abundant proof of the wisdom of the policy based upon limitation of numbers, emphasis upon individual supervision through honors courses, individual student research, and discreet introduction into the curriculum of new disciplines ancillary to the law. No part of the University student body is more alive in the intellectual sense. In no part of the University can be found better examples of effective student learning through student initiative than in the Moot Court and the Thomas Swan Barristers' Union. Sixty-one appellate arguments were heard as part of the regular first-year moot court, fifty-eight visiting lawyers and judges hearing the bulk of the cases. There were two special arguments. The Barristers' Union, a voluntary student organization, stresses the preparation and production of complete actual jury trials. Seventy-five students participated in the trials as counsel and fourteen lawyers and judges presided.

As in the case of every intellectually active institution, the Law School must expect critical comment and must prepare itself for much that is based upon obvious ignorance. The activities I have just cited would of themselves disprove the ill-instructed criticism that we are not interested in preparing men for the active life of the bar; by far the greater number of our graduates go into practice in cities. The quality of their preparation is indicated by the positions offered to the high-stand men. Another comment, sometimes expressed, labels the Yale Law School faculty as "radical" and implies that they, like Socrates, are corrupting the youth. Similar charges were raised against William Graham Sumner half a century ago. If the criticism implies that the teaching courses are made vehicles of social and political propaganda or that the legal issues covered by the various courses in the curriculum are unfairly presented, there is no foundation for it. If the criticism is designed constructively and points toward the elimination of those members of the faculty whose views as

private individuals are not as conservative as those of the critics, then it points ultimately to the death of the School by dry rot.

As an institution the School takes no sides in controversial matters. In their private lives the faculty represent various trends of political opinion ranging from the conservative to the progressive. As individuals, both students and teachers must draw individual conclusions or their intellectual processes become inert. "The great teachers of law in the modern generation," writes Dean Clark, "have been those who, by their example and the stimulus of their minds, have led their students to develop individual views which each could support as his own. One must have an hypothesis upon which to build his law. If the student has only teachers so neutral as to attempt to reject all hypotheses he had better stay away from law school and buy a legal digest or encyclopedia instead. The student can expect men of different minds and thoughts; he can expect, too, tolerance of dissident views on the part of each individual instructor. And that is what he gets in the modern case-method law school. But he is indeed lost if he gets men without ideas or opinions." He would be equally disappointed if he found instructors all of whom held the same opinion, conservative or progressive. The existing strength of the Law School depends almost as much upon the diversity of faculty opinion as it does upon its intellectual quality.

The great ever-present problem of the Law School is the difficulty of attracting intellectually able young men into our teaching force and keeping them there. We face the competition of the great law firms and the Government itself. We must be prepared to offer increased inducements to the younger men in the form of salary and security of tenure. We must, as the occasion arises, grant leaves of absence for brief periods, especially as opportunities for government service arise. Such a privilege will help to hold our abler men and the experience will result in improved teaching and intellectual stimulus. I do not favor lengthy leaves. Absence from the school of more than a year is unfair to the students who have entered the School on the assumption of a certain faculty; it disturbs the effective operation of the curriculum; and it

increases the difficulty of maintaining a stabilized curriculum. Lengthy leaves of absence necessarily affect the teaching effectiveness of the School adversely. The problem is primarily one of wise administration and each particular case should be decided with an eye to the ultimate strength of the School itself.

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IN the School of the Fine Arts plans for the development of historical-critical work have gone forward rapidly. The stimulus exerted by the visits of Professors Marcel Aubert and Henri Focillon has developed increasing interest in the fine arts, not merely among the students in the Art School but in the undergraduate body as well. A major in the history of art has been established by Yale College, and close coöperation on the part of the Art School, Yale College, and the Graduate School is provided in this important field. Graduates are entering teaching positions in increasing numbers and it seems likely that the call for men trained for museum work will continue. Given adequate support the Yale School can play a role of the utmost importance in the artistic education of the nation. We have been fortunate beyond expression in obtaining the services during the coming year of Wallace Kirkman Harrison, a great leader in contemporary architecture, who will act as major critic in design and who will be assisted by Max Abramovitz, head designer of Harrison and Fouilhoux. To carry out the long-cherished plan of broadening the scope of design in accord with the contemporary trend of architectural practice, work is being introduced in the field of housing and town planning. It will be supervised by William Edward Parsons of the Chicago firm of Bennett, Parsons and Frost.

Yale collections in the field of the fine arts grow in importance. Outstanding among recent gifts is the superb collection of textiles presented by Mrs. William H. Moore of New York, in memory of her son, Hobart Moore of the Class of 1900. It is a systematic series of textiles illustrating the history of both the art and craft in the East Mediterranean basin and Asia from the early Christian centuries down to the present time. This well-known collection is fertile in sources of design

and is of inestimable value to students in creative work. Mrs. Moore has happily provided for its continued care under a special curator.

Maitland F. Griggs, '96, Chairman of the Associates in Fine Arts, has added to his long list of gifts a fine Italian terra cotta of the fourteenth century by Alberto di Arnoldi. The print collection has been greatly strengthened by the gift and loan of nearly 300 portrait engravings and drawings from Edward Belden Greene, '00. Herman A. Webster, '00 S., has given us 27 prints and one drawing, bringing the collection of his own work up to date. The executors of the estate of the late Mary Gertrude Abbey, widow of Edwin Austin Abbey, honorary M.A. 1897, have given to Yale over 800 paintings and drawings by Abbey and his contemporaries, also many prints and engravings, altogether over 3,000 items. Mrs. Francis P. Garvan has added to the Mabel Brady Garvan Collections books and outstanding pieces of silver. The University is deeply indebted to her for her constant interest in the development of these great collections, which by vote of the Corporation bear her name.

The primary need of the School is more space. In the case of students, numbers can always and generally with wisdom be limited. But in the case of teaching materials it is obviously shortsighted and cowardly to refuse the opportunity of improving our collections because of the lack of adequate housing. Especially is this true of our art collections. The series of splendid accessions cannot be properly cared for. "Our galleries are completely hung," writes the Dean, "our basement is full to overflowing, including corridors, and we have pre-empted near-by basements until no more are available. . . . Meanwhile the art treasures of Yale are becoming significant in the art world. Her collections are alive and growing and they must be kept alive and they must continue to grow. They cannot grow, however, and they will become stagnant, unless proper provision is made for them."

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It is a pleasure to record the continued distinction of the work of the School of Forestry. As the result of sharp retrenchment during the past four years, the relatively small budget of the

School has been reduced by 18 per cent. Because of the able administration of Dean Graves the unfavorable effect of such economies has been largely mitigated; but in order fully to capitalize its potential strength additions to the financial resources of the School, whether by gifts or further contributions from University funds, should be made. Salary adjustments in the case of senior professors are called for. There is need of a full-time teacher in forest entomology. Of vital importance to the Forestry School as well as to the Graduate School is the strengthening of the Department of Botany, particularly in the fields of plant physiology and genetics, ultimately in taxonomy. Development of research in the chemistry of wood is greatly to be desired; presumably the research should be centered in the Department of Chemistry, but with the close coöperation of the Forestry School. Of great importance to Forestry would be developments in meteorology. The need for improvements should not blur the outstanding distinction of the School in its training of men for public and private careers in forestry, in the service given by members of the faculty in their close contacts with the progress of forestry in all parts of the country and with the public and other forestry agencies, and in the prolific and important research that is being carried on by the entire faculty.

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IN the School of Music the chief development has been provision for work in musicology and the appointment for the academic year 1938-39 of Dr. Leo Franz Schrade of the University of Bonn. Dr. Schrade has devoted himself to scientific research in music and is recognized as an authority in the history of music. As Dean Smith writes, "Since the artistic temper of the present century is in harmony with that of the seventeenth and eighteenth centuries, and since the achievements of the late mediaeval masters are now for the first time being justly appraised, the field of study within these earlier periods is attractive to scholars." The development of musicology is eminently to be desired. In a university school of music it would be unfortunate to emphasize purely the work of the creative artist and professor at the expense of the scholar.

Closer coöperation between the School of Music and the undergraduate schools is desirable, and it is my hope that plans similar to those linking Yale College with the School of the Fine Arts may be worked out in the case of the School of Music. Mr. Bruce Simonds has exercised wide influence among the undergraduates, developing an interest among many with natural aesthetic proclivities but little technical training in music. It is a matter of deep satisfaction to record his promotion to a professorship in the History of Music.

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YALE is historically a Christian institution. As I stated in my inaugural address, I believe that we fail in our educational mission if we permit the importance of spiritual factors to be overshadowed by intellectual paganism. It is not easy in this age to discover and to prosecute the processes by which religion shall assume its proper role in the life of the University. But it is necessary that we lose no chance of bringing to the student, whether in formal worship, in social relations, or in the classroom, a consciousness of religious realities. I am happy to pay tribute to the devotion and the wisdom of the University Chaplain, the Reverend Sidney Lovett. With tact, self-sacrifice, sense of humor, and good fellowship he has through purely personal relationships advanced the cause of Christ at Yale. His home has been a center of social activity in connection with the work of the Church. He has established close and effective coöperation with the University Christian Association, with the Spiritual Adviser to the Catholic students, and with the Counselor to the Jewish students. In accepting invitations to preach in various schools and colleges he has served the University as its ambassador. He has acted as Chairman of the Board of the Yale Hope Mission. In addition he is teaching a group of undergraduates in the Department of Religion.

The inspiring Sunday services continue to attract a congregation of reasonable size. On some Sundays, such as Easter, or when certain preachers are in the pulpit, Battell Chapel is filled. On other Sundays undergraduate attendance is slight. Nowhere can better preaching be heard. The connection which has been established between each member of

the Board of Preachers and an undergraduate college has done much to bring groups of undergraduates into informal touch with the visiting preacher. In the President's opinion the religious interests of the undergraduates would be further served if the colleges would each assume some responsibility for the service on certain Sundays during the year.

Daily services are held in Dwight Memorial Chapel, twice a day in autumn and spring, in the late afternoon during the winter. Normally the attendance is very small. The special Advent vesper services, at which Christmas hymns and carols are sung, have filled the Chapel. "With the thought of maintaining a time-honored Yale custom," writes Mr. Lovett, "on the ground of frequenting a place of calm in the midst of so many distractions, or in the conviction that man cannot live by bread alone or be his own shepherd, more students may come to seek individual strength and direction in an act of corporate worship undertaken once a day, or once a week, or once a month. Over against this contingency to be hoped for, the doors of Dwight Memorial Chapel will continue to be open each day, and services will be held next year as this year following the same time schedule."

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To Dean Weigle and the members of the Divinity School faculty who have assisted the Chaplain in his services and pastoral work, the University is under deep obligation. Of particular importance at this time has been the generous attitude of the school in facilitating coöperation with the Department of Philosophy whereby Professor Calhoun and Professor Niebuhr have given undergraduate courses in the history of philosophy and in ethics. The arrangement has not merely brought much-needed assistance to our undergraduate work, but serves as an excellent example of effective use of university resources.

Yale is proud of the traditions of the Divinity School. We are equally proud of the distinction of the present faculty as a group of scholars engaged in training men for the active ministry, for teaching, and for religious leadership in colleges and universities. The report of the Commission on Accrediting appointed by the American Association of Theological

Schools, made last June, bears objective testimony to the prestige of the School, which now draws representatives from 172 different colleges and universities and from 38 states and territories, as well as 8 foreign countries. In that report the Yale Divinity School is listed as one of the few institutions to be accredited without any statement or notation indicating deviation from the high standards of the Association.

During the past year the School has rendered notable service, through its faculty, to Christian work outside of Yale. Dean Weigle delivered a course of lectures on the James Sprunt Foundation at Union Theological Seminary in Virginia, at Richmond, and Professor Latourette delivered the Powell Lectures at the Canadian School of Missions in Toronto. Dean Weigle and Professor Latourette were also delegates to the Conference held in Utrecht, Holland, to devise a constitution for the proposed World Council of Churches. Members of the faculty, following the Yale tradition, are taking an active part in the work of revision of the American Standard Version of the Bible. Dean Weigle has been chairman of the present Revision Committee since its organization in 1930; Professor Dahl is serving as a member of the Old Testament Section and Professor Burrows of the New Testament Section.

A step of great importance has been taken in the field of graduate studies following careful consideration by a special committee and the deans of the Graduate School and the Divinity School. Henceforth graduate studies in the field of American Church History will be supervised by the History Department, studies in the Psychology of Religion by the Psychology Department, and studies in the Philosophy of Religion by the Philosophy Department. The Department of Religious Education continues as a subdepartment of the Department of Education. The Corporation has further authorized a course leading to the degree of Master of Sacred Theology.

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It is impossible within limits of reasonable length to give adequate attention to all the agencies through which the University conducts its manifold activities. I am obliged to pass over at this time many of the organizations, such as the

Department of University Health, the Bureau of Appointments and Department of Personnel Study, whose work is of such great significance to the welfare of our students and the effectiveness of our teaching and research program. Later reports will deal in some detail with these agencies, but I am anxious to express my appreciation of the effectiveness with which they are handling problems of the utmost moment to university life. I would also express gratitude to the Departments of Military Science and Naval Science, reserving for later reports an extended discussion of their particular problems and needs. Under the active and enlightened leadership of Lieutenant Colonel Armstrong and Captain Caldwell they are providing for the students in the military and naval R.O.T.C. a training which we regard as valuable to the student and the nation alike.

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It is a great pleasure to express upon behalf of the University our deep appreciation of the services rendered in this first year of the new administration by the Alumni Board under the energetic and imaginative chairmanship of John Marshall Holcombe, Jr., '11. The great asset characterizing the contemporary American university and distinguishing it from the university of other nations and times is the conscious loyalty of the alumni which makes them an essential part of the University. We depend upon the moral and the material devotion of our graduates. The Alumni Board crystallizes this loyalty. It keeps the graduates informed about the life and progress of the University; and it brings to us invaluable comment, criticism, and suggestion. In an age when separation from the life of the nation would lead to the death of the University, it keeps us in touch with national needs. The President is deeply grateful for the privilege of close association with the Chairman of the Board and its executive committee. Of the utmost value to him have been the meetings of the entire Board—the first at the dinner given him by the Board at the time of the inauguration; the second on Alumni Day; and the third at Commencement. At the last two meetings the President was given the opportunity to outline university policies and to answer questions raised by members. The usefulness to the

administration of this sort of conference can hardly be overstated.

Mr. Holcombe's service has been of particular value, not merely because of his skill in organizing contacts between the alumni and the administration, but also by reason of the time and energy he has spent in visiting the local alumni associations, especially in the West. Under his chairmanship the Board is carefully considering specific problems of importance: alumni assistance to the Library and museums, Alumni Day, class reunions, the work of local alumni associations, the *Alumni Magazine*, student enrollment, publicity and public relations. We are especially grateful to the chairmen of the special committees set up to study these questions: Wilmarth S. Lewis, '18, Walter G. Preston, Jr., '25, James Wright, '02, G. Maurice Congdon, '09, Francis W. Bronson, '22, John B. Dempsey, '11.

The Secretary of the Board, Ogden D. Miller, '30, retired at the close of the college year in order to become Assistant Secretary of the University. It is not easy to do adequate justice to Mr. Miller's service to the Board and alumni relations in general. His energy and tact, his knowledge of the workings of the University, his understanding of the undergraduate, and his wide acquaintance with the alumni provided qualifications that can hardly be duplicated. It is a satisfaction to reflect that in his new appointment in the University Secretary's office he will be in a strategic position to continue to exercise those qualifications effectively in the service of University-alumni relationship.

The *Alumni Magazine* has been conducted with outstanding capacity under the editorship of Francis W. Bronson. The circulation has been notably increased. This fact and the numerous comments received give evidence of the lively satisfaction of the alumni with its character. It is of the utmost importance that the magazine should reach a larger group of alumni than the present 7,500 contributors, both to place it upon a self-supporting basis and to maintain informed interest in the University on the part of the alumni. It is hoped that through the plan for group subscriptions the number of subscribers may be materially increased.

The Class Reunion Bureau with George D. Vail, '35, as

Secretary has already proved its value to the alumni and the University. Mr. Vaill was of great assistance to the committees of the returning classes, who can now be assured of everything necessary to a successful reunion without the fear of excessive costs.

* * *

It is with deep sorrow that I record the death on December 30, 1937, of Francis Parsons, '93, for twelve years one of the Successors of the Original Trustees. He was a member of the Corporation's Committees on Educational Policy and on Museums and Collections, a Trustee of the Peabody Museum. He took active interest in the materials of scholarship in the University and added constantly to the resources of the Library. He was saturated with Yale traditions and ideals, distrusted academic nostrums and short cuts, in his counsel always emphasized the essentials of education. As his successor the Trustees elected on February 12, 1938, Wilmarth Sheldon Lewis, distinguished scholar in eighteenth-century letters and chairman of the Library Associates, who by his interest in the Library has already given fine service to Yale. The University is fortunate now to capitalize through his membership in the Corporation his capacity and enthusiasm.

On September 12, 1937, occurred the death of the Reverend Charles Edward Jefferson, D.D. 1903, who, as first clerical trustee of Yale from outside Connecticut, served the University as a member of the Corporation for twenty-two years, from 1902 to 1924. Distinguished in the pulpit and as scholar he brought to the counsels of the Corporation wisdom and devotion.

Professor Milton Garver died on August 7, 1937, after a long illness. He had been a member of the faculty in the Department of French for thirty-two years. An accomplished linguist he was outstanding in the field of modern French literature and an authority upon Proust. His notable collection of the works of that author has come to the University Library together with a fund for the use of the Rare Book Room.

The entire Yale community—alumni, faculty, Corporation—joined in mourning the death, November 7, 1937, of Francis

Patrick Garvan, '97. It is difficult to pay adequate tribute to the interest he took in Yale and the many gifts he with Mrs. Garvan made to the University. With his help Yale was able to acquire land essential to material growth during a period of rapid change. He made possible by his contributions to the Library the development of important collections in various fields. In the Gallery of Fine Arts the Mabel Brady Garvan Collections testify as strikingly to his discerning judgment as a collector. By his enthusiasm and his generosity he stimulated an interest in the study and appreciation of America's inheritance in the arts and crafts which has inspired the entire academic community and colored the educational program.

* * *

It is with regret that I record the retirement of four of our most distinguished senior professors, Professors Coe and Harrison of the Department of Zoology, Professor Henderson of the Laboratory of Applied Physiology, and Professor Vance of the School of Law. We bear a heavy debt of gratitude to them for many years of devoted service during which their labors have brought much honor to the University.

Professor Harrison, a scholar of international eminence in zoology, has been at Yale since 1907, first as Bronson Professor of Comparative Anatomy and latterly as Sterling Professor of Biology. It is impossible to exaggerate the importance of his service to Yale and difficult to appraise at their full value his many contributions to scientific knowledge. He organized our Department of Zoology, planned and for a quarter-century directed the Osborn Laboratories, and provided the leadership which has kept Yale in the forefront of modern biology. His wide usefulness as a counselor on educational matters is indicated by his membership in the Boards of Permanent Officers of four different Schools within the University. Professor Harrison has been accorded almost all the honors that the scientific world can bestow: membership in many learned academies in this and foreign countries, posts of high distinction in scholarly societies the world over, and other marks of high esteem. His investigations in experimental embryology have contributed a permanent chapter in the history of science. His former students are to be found in

positions of leadership in many universities. Although his active service as a member of our faculty is now terminated, Yale is fortunate beyond measure in that he will continue to live in our community and to carry on his researches in our laboratories.

The retirement of Professor Coe in the same department creates another serious gap in our staff in Zoology. Professor Coe has completed forty-two years of loyal and effective service at Yale. His work as a committeeman and Class Officer in the Scientific School, his heavy load of teaching, particularly among undergraduates, his unremitting labors in research during this long period have made him one of the most useful members of our faculty.

Professor Henderson, who joined the faculty of the Medical School in 1900, has since 1921 been Director of the Laboratory of Applied Physiology. A scientist of high distinction, his work in experimental medicine, particularly in problems dealing with the effects of noxious gases on health, have brought to light discoveries of vital importance to human welfare.

Professor Vance, Garver Professor of Law, Emeritus, came to Yale in 1910. He is an outstanding authority on insurance and has pursued notable research in other fields of law. A vital and stimulating teacher, he has ranked for many years in student opinion as one of the most inspiring members of the faculty of the School of Law. His standing in the profession of legal teaching generally is attested by the high offices which he has held in the Association of American Law Schools.

I have great pleasure in reporting the appointment to Sterling Professorships as follows: in Education, Clyde Milton Hill; in Physical Geology, Adolph Knopf; in Physiological Chemistry, Cyril Norman Hugh Long; in English, Karl Young. In addition, Henri Peyre has been appointed Sterling Professor of French, coming to us in July, 1939.

The following have been appointed to Professorships: in Educational Administration, Samuel Miller Brownell; in Economics, Edward Wight Bakke and Alvin Saunders Johnson; in Law, George Hathaway Dession and Fleming James, Jr.; as Director of the Laboratory of Applied Physiology, Howard Wilcox Haggard; in Christian Ethics, H. Richard Niebuhr; in Oceanography and as Director of the Peabody

Museum, Albert Eide Parr; in the History of Music, Bruce Simonds.

* * *

WITH the approach of the two-hundred-and-fiftieth anniversary of the founding of Yale College, it seems appropriate that plans for the publication of a history of Yale should be undertaken, in order to provide for its appearance in 1951. The Corporation has authorized the preparation of the history and appointed Professor George Wilson Pierson of the History faculty to write it. Professor Pierson will be assisted by a committee composed of Secretary Lohmann, Professor Clarence Whittlesey Mendell, and Canon Anson Phelps Stokes.

* * *

I CANNOT conclude this report without recording my deep personal obligation to the members of the Corporation who, in this first year of the new administration, have generously supported the policies which seemed to me of great importance. Equally I am indebted to the faculties of the University, who, with enthusiasm and a clear consciousness of common service to Yale, have given a magnificent example of coöperative effort.

CHARLES SEYMOUR

FORMS OF BEQUEST

BECAUSE of the constantly increasing tendency on the part of alumni and other friends to provide for the growing needs of the University by bequests, and the many inquiries received each year as to the proper wording thereof, there are given below forms for the convenience of those who plan to remember Yale in their wills.

(GENERAL)

I give and bequeath to Yale University, a corporation existing under and by virtue of a charter granted by the General Assembly of the Colony and State of Connecticut, and located in the Town of New Haven in said State, Dollars, to be used (or, the income to be used) at the discretion of the Corporation of said University.

(SPECIFIC)

I give and bequeath to Yale University, a corporation existing under and by virtue of a charter granted by the General Assembly of the Colony and State of Connecticut, and located in the Town of New Haven in said State, Dollars, to be used (or, the income to be used) for the following purposes:
(Here specify the purposes for which the bequest—or the income therefrom—is to be used.)

(It is strongly recommended that a competent lawyer be employed to prepare the will and to supervise its execution in order that all the requirements of the law of the state in which the maker of the will resides may be fully complied with. It is also wise to give the University considerable latitude in the use of any fund to be established by bequest, or of the income therefrom, so that a change of circumstances may not impair the usefulness of the gift. The Treasurer of the University will be glad upon request to review the phraseology of proposed bequests and to make suggestions with reference thereto.)





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A School's Gateway

Cheesman A. Herrick, Ph.D., LL.D.

Girard College Print Shop
Set Up and Printed by Boys
Philadelphia, 1938

A SCHOOL'S GATEWAY¹

CHEESMAN A. HERRICK, PH.D., LL.D.

On a recent visit to Silliman University, in Dumaguete, Island of Negros of the Philippines, I was impressed by the stone pillars which serve as a gate of entrance, termed, "The Gate of Opportunity."

Silliman University is a missionary college begun immediately after the capture of Manila by Admiral Dewey in 1898. Horace B. Silliman, of Cohoes, New York, visited the offices of a mission board in New York City following Dewey's victory and offered to contribute money for the establishment of a school for Philippine youth. Within a few months the plans for this school were formulated, and a representative of the mission board went to the Philippines to determine its location. After careful examination a decision was reached to establish the school in a densely populated region of the southern islands which heretofore had not had many opportunities for education. Buildings were erected, a staff chosen, and the details perfected so that Mr. Silliman's school was opened in 1901.

From the beginning the Silliman school brought educa-

¹Address at Girard College Chapel, May 15 1938

tion to those who hitherto had not enjoyed it. In the intervening years this opportunity has been enlarged and the institution has been made more useful. In the academic year 1937-38 Silliman has a student body of more than seven hundred. From its inception English has been the language of instruction, and the students have had their inspiration and guidance from American teachers who have largely staffed its faculties. An industrial school at first, the program of studies has been extended to include liberal arts, professional training, the teaching of science, and advanced courses in graduate studies.

How largely Silliman University has been a school of opportunity is well shown by some of those taught there. A teacher of science on its faculty attracted such attention by his collections and scientific observations, that he was called to head the Bureau for the Development of Science Teaching in the Education Department of the Philippines. A young Filipino so distinguished himself in the study of the law that he was granted a graduate fellowship in law at the University of Michigan. At the conclusion of that study this Philippine youth received in course the doctor's degree in law. He has now returned to his mother institution where he is serving usefully as Dean of its Law School. Another graduate is Chairman of the Education Committee of the Philippine General Assembly and is vitally interested in improving the educational opportunities which the Philippines offer. Another former student of Silliman is floor leader of the majority party in the Philippine Assembly charged with guiding and completing the legislation which the party in power sought to enact in the 1937 session. This same man is serving on a joint committee of the United States and the Philippine Gov-

ernment to work out the future harmonious and cooperative relationships between our country and the Philippine Commonwealth for which we have assumed a responsibility. After my return it was my privilege to meet this man in Washington, D.C., where he was in attendance on the sessions of the joint committee on which he is serving. He is still a young man, and repeatedly I heard him spoken of as a coming leader in the political development of his people.

A group of Silliman University graduates was assembled for an evening's conference in the City of Manila, and one could but be impressed with the abilities and qualifications for service which this group showed. One of the group was a young woman physician of culture and refinement, who is successfully engaged in the practice of medicine in the Philippine metropolis. Another was a stalwart youth who a few years ago represented the Philippines in the Olympic Games, where in the competition he was a point winner. Business men, the dean of another institution, and teachers present at that gathering were loud in their praises of Silliman University and what its teaching has meant.

A hurried survey of the city of Dumaguete, the Island of Negros on which it is situated, and the neighboring Island of Cebu indicated that the people live in primitive fashion, that the standards of comfort are low, and that the income of the families there is evidently limited. Silliman University has opened to the youth of such homes an opportunity to get an education at limited cost, and besides offers financial aid to worthy students. Silliman University has thus been the gate of opportunity to the underprivileged youth of the Southern Philippine Islands, and the record of

its graduates indicates that they have turned their opportunities to splendid account.

On leaving the Philippines I sailed westward on a tropical sea for several days, and landed at the great roadstead of Singapore. One of my first interests after landing was to leave the ship and to try to get my "land legs" by walking on the pier. Upon returning to the ship by way of an outside ladder and platform connected with the upper deck by a bridge, I again entered the vessel on which we were sailing to Ceylon. Over the entrance door was a silk tapestry with the name of the ship. It was beautifully tasseled and made the entrance attractive, but to pass into the ship it was necessary to stoop. I did not stoop low enough, and attempted to push my head through the tasseled silk tapestry. A severe bump revealed the fact that this tapestry did not hang in an open space, but covered one of the steel plates out of which the ship was constructed. You have heard the expression, "A hand of steel in a glove of velvet." The silk tapestry beautifully bearing the name of our ship concealed a hard steel plate which gave me discomfort for a day or more.

Later on the same day while inspecting the pier along the side of which our ship was docked, I found a large, impressive looking vessel of the British "P. & O." line, and observed the same arrangement of stairway, platform, bridge, and entrance. I looked at the entrance and saw over it the words, "Please Mind Your Head." Having still a reminder of not minding my head this sentiment had peculiar force, and I could but think of its wisdom and helpfulness as a means of avoiding the inconvenience which I had experienced. Somehow in thinking of the gate of opportunity at Sillman I recalled this other bit of good

counsel and thought of the suitability of "Please Mind Your Head" as an admonition to those who enter the gate of any school.

When I reached home I found on the subway and elevated platforms a similar warning, "Watch your step," which is also appropriate as a reminder to those who enter a school's gate.

We have all seen many times at railway crossings a direct and unmistakably meaningful warning for safety. It is in three challenging words, the import of which even repeated observation cannot wholly dull. This notice is reported to have been chosen through a competition sponsored by an American railway, which offered a prize for the most suitable warning notice to display at grade crossings; many persons competed for this prize, but the notice chosen, which has now come to have general use on the railways of America, was submitted by a learned and experienced judge who had dealt with cases involving grade crossing damages, and who offered the brief expressive words: STOP LOOK LISTEN. I can but contrast this with the signs at the crossings of the first railroad which was built into the remote district of northern New York which was my boyhood home. This notice still photographed on my memory, was on a long board immediately over the crossing, and supported by two tall standards not unlike telegraph poles. The wording on this sign was: "Look Out For The Locomotive." The inaccessibility of the sign, the length of time necessary to read it, and the indefiniteness of the direction given all are strikingly in contrast with the notice of the experienced judge. STOP LOOK LISTEN offers an admonition to those who enter and have entered the gates of a school.

Dr. Adam H. Fetterolf, my good friend and distinguished predecessor in the presidency of Girard College, once made the observation to me that boys here were broadly divided into two classes: those who steer by the rudder, and those who steer by the rocks. Some boys seem constitutionally opposed to the necessary regulations of an institution. They are not unlike the Irish immigrant who upon arriving at Castle Garden in the days of British rule in Ireland, at once asked the question: "Is there a government in this country, because, begad, if there is I'm agin it." It was borne in on me in the earlier years at Girard College that if the faculty of the school, or the officers of the Household, wished a change in policy, or plan of procedure, a considerable proportion of the student sentiment of the school was immediately arrayed against it. In general, it could be taken for granted that if the authorities of the school wanted something done the students were perforce against having it done. That condition happily no longer exists at Girard College.

This steering by the rudder or steering by the rocks is a familiar experience to those who have navigated boats, large or small. Of a certain boy whose life I know somewhat intimately it was said that he knew all the rocks in the waters surrounding the island home where he spent his summers. A much wiser and less disastrous course in navigating a boat is to learn the navigating channel and to use the rudder for plying the boat in that channel.

A weather-beaten sea captain on the coast of Maine was once approached by a passenger with the inquiry, "I suppose that you know where all the rocks are in this Bay?" To this the captain made answer, "No, I don't profess to know where any of the rocks are in this Bay." "How, then,

do you navigate your ship?" queried the passenger. The captain made the wise rejoinder that he had learned where the deep and safe waters were, and that he steered his ship always in those waters. What a lesson for youths in charting and navigating the barks of their destiny!

Similar wisdom was once shown by an employer who sought the services of a coachman to drive him over a dangerous road. Three promising men were interviewed as to their fitness. They were all asked the question, "How close to the edge of a precipice do you think you could drive with safety?" The first one answered that he felt he could drive within four inches of the edge; the second man said that he felt he could drive within a foot of the edge; but the third said that he would always drive as far as possible from the edge of a precipice. You can readily see that the employer chose the man who would give him the greatest measure of safety.

To those who have entered the gate of opportunity which this school offers I bring this morning the sentiment of the English steamship, "Please Mind Your Head," the warning placed as a sign and repeated as an admonition on American subway and railway platforms, "Watch your step," and that meaningful notice at railway crossings, STOP LOOK LISTEN. Also I commend to you the wisdom of Dr. Fetterolf's counsel that boys should steer by the rudder and not by the rocks, and that of the coachman who would observe the greatest possible margin of safety.

From time to time in my duties as an executive officer in this institution for more than a quarter of a century I had to interview boys who were out of step with the life and work of the school—those who were steering by the rocks or failed to grasp the fact that Girard College is a school of

opportunity. Generally such interviews were begun with a question something like, "What is the 'big idea' of your being in Girard College?" or "Will you be good enough to tell me why you are in Girard College?" This question was often prefaced by the statement that I wanted to get the boy's point of view in considering his problem. The answers to this leading question were varied, and rarely satisfactory. Some boys would say resentfully, "Because my mother put me here!" Others would answer, "Because my father died," and still others, "To be educated." All of these went wide of the mark. Under the wise provision of the Girard Will no boy should be in this school, or being here no boy should remain for reasons other than that it is for him a place of opportunity. The Girard Will explicitly states: "Those scholars, who merit it, shall remain in the college," etc.

I am happy to feel that over the years has come a steady growth of the feeling that the boys received into Girard College are given a great privilege. They are a select group who by their abilities have evidenced that they merit the splendid services which the school affords, and every boy here received should never forget that the beneficent plans of the Founder have opened to him a gateway of opportunity.

Many boys were wrong in answering that they came here to be educated. Please take note now, and observe for all the future, that neither Girard College nor any other school can educate a boy. If he is ever to be educated, here or elsewhere, he must educate himself by dint of his own effort, by struggling with obstacles and overcoming difficulties; he must educate himself through cultivating the skills and

powers to meet the problems which life presents, first in the school, and later in the world.

Girard College has afforded an unusual opportunity for you to educate yourself through the direction of your effort in classes, by the use of textbooks, reference books, and library reading books; by the practice in shops, and in the doing of practical work about the grounds. The cultivation of skills and strength on playing fields, and in gymnasium and swimming pool also offers manifold opportunities for the development of your physical powers, but all education in Girard College as elsewhere is self-education.

Some boys whom I have known, in Girard College and out, refused to be educated. They would not cooperate, they did not play the team game, they showed that they had lack of willingness or lack of ability to make use of the opportunities which the school afforded for their self-development. It will always be true that education in Girard College and elsewhere is self-education, and the answer which a boy might well give to the question why he is in Girard College is, "I am here to educate or improve myself."

In this review of school gateways and their messages there comes to mind a university in our own country which has a large influence and extends its work into many fields. This is the University of Virginia at Charlottesville. On the sides of the entrance gate of the University are two sentiments related to our topic of the morning. At the left is a Biblical quotation:

"Through wisdom is a house builded;
And by understanding it is established;" (*Proverbs 24:3.*)

On the right is another sentiment to which we may well direct our thought. It is:

ENTER
BY THIS GATEWAY
AND SEEK
THE WAY OF HONOR
THE LIGHT OF TRUTH
THE WILL TO WORK FOR MEN

The University of Virginia is an honored foundation with a notable record. It was founded and its early development projected by Thomas Jefferson. Among its graduates have been a president of the United States, and leaders in every field of useful endeavor. Few institutions in America have made a larger contribution to the public weal than has this historic University.

Let us note here that right thinking, honorable conduct, and the soundness of the moral basis of life are the fundamental objectives for which those who enter the University of Virginia are to seek. If men be not sound in their hearts, an education places in their hands an instrument with which they may work damage to the state and injury to their fellows. In Girard College and elsewhere in institutions of learning we may well emphasize this basal standard of the University of Virginia that students shall seek the way of honor. This principle reaches to every interest and activity in life. It guides the conduct of a gentleman. Its ideal is perhaps best expressed and most commonly understood in the French phrase *Noblesse Oblige*.

With the way to honor it is suggested that there should be sought the light of truth. Truth in itself will guide and balance the way to honor. Truth is the eternal verity on

which life should be based. In an attempt to select the ideal of truth another institution chose the words of St. Paul as found in the fourth chapter of Philippians: "Finally, brethren, whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things." (8-10.) We are enjoined to seek truth in the inward parts, and our divine Lord was ever emphasizing the importance of truth. His words to his followers were, "Ye shall know the truth, and the truth shall make you free." (John 8:32.)

The interrogation of Pilate "What is truth?" at Christ's last trial indicated the quest which the world is ever making for this principle (John 8:32.), and we may well seek the light of truth as a guide to the way of honor as an educational ideal.

Again this motto of the University of Virginia suggests another objective for which those who enter by that gateway are to seek. It is, "the will to work for men." May we never forget that we are not selfishly playing the game of life. We are not seeking an education in order that we may earn money, achieve position, come to honor, or even that we may learn the light of truth for ourselves alone. All of these are contributory to a higher end—"the will to work for men." That ideal was repeatedly expressed by the Founder of this school. "My deeds must be my life, when I am dead my actions must speak for me," is but another statement of this ideal. The curriculum which he established and the explanations which he gave of his plan of study indicated that Stephen Girard desired to make the education in his institution an education for human service.

He would have the boys here taught "facts and things," not merely "words and signs." He wanted those educated here to carry their education out into the world and to use it to make society better. In our work here and in the future influence of this institution upon the lives we lead may we seek the way of honor, the light of truth, and the will to work for men.

Last of all, I come to a Biblical text for this homily. It is in the fourth chapter of *Proverbs*, and the seventh verse: "Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding." Please note that this is in the imperative form. The subject implied is You—get wisdom, and you—get understanding. Let us never gainsay the value of wisdom and understanding.

It has well been said that the world makes way for the man who knows where he is going, and who is armed with the facts concerning the road which he is traversing. Many years ago there came to the office of the Secretary of the Pennsylvania Railroad in Philadelphia an Irish lad who by personal ingenuity and persistence obtained an interview with the Secretary of that great system. His explanation was that he had been a "clark." in a railway office in Ireland, and he thought that the Secretary might need the services of an experienced "clark." After talking with him briefly the Secretary was wise enough to see that he did need the services of this young man, and he was employed in a minor position in the Secretary's office. This Irish youth started at once to learn all the facts possible about the Pennsylvania Railroad. The multitudinous correspondence of the office gave him an opportunity in season and out to inform himself not only on the main system, but on all the interlocking subsidiary systems of which

there were many. Soon he became a bureau of information in the Secretary's Office, and before many years his reputation for reliability was so well established that when inquiries came in on any particular matter the direction given was, "Ask County!" This boy, A. J. County, has for a generation been one of the constructive forces in the management of what is probably the best managed railway system in America. The fact that A. J. County acquired wisdom in dealing with the Pennsylvania Railroad made him invaluable, and the road rewarded him with promotion after promotion until he is now the Vice-President in charge of Corporate Affairs and Relationships.

But there is an even larger truth in that verse from *Proverbs*. It is that with all our getting we are to get understanding. This implies a controlling and governing principle in learning. Facts are not wholly unrelated: they fit into a scheme. They are parts of an orderly whole, and they must be related by that "understanding" which the writer of *Proverbs* enjoins. Many people are bureaus of information on unimportant, unrelated and useless facts, but the wise man chooses his facts, sees their relationships, organizes them and makes them effective in his life. Such is the ideal of the man of wisdom in the wisdom book. "Get wisdom;" that is important, but in getting it do not neglect that larger unifying truth which must go along with it. Get understanding.

Perhaps it is not desirable, and in any event it would not be practicable to engrave these challenging mottoes on the gates of Girard College, but I trust that as we come and go in our daily lives the meaning and purpose of this school will so speak to us that the gateway through which we entered will become to each one a gate of opportunity; that

here we shall seek the way of honor, the light of truth, and the will to work for men. And in our seeking, and our effort we may exemplify the wise saying of the *Proverbs* that wisdom is the principal thing; therefore will we get wisdom, and in all our getting let us see to it that we get understanding.

WHAT MY EDUCATION



IN

FUKIEN

CHRISTIAN

UNIVERSITY

MEANS TO ME

FUKIEN CHRISTIAN UNIVERSITY
FOOCHOW, CHINA

1938

Tsai Chao Hsiu, '34, after distinguishing himself by outstanding service in student Christian work as an undergraduate, was called to the Student Division of the National Y.M.C.A. after graduation. His responsibility is for work among the colleges and middle schools of the country.



For the beauty its campus inherits—the unfading splendour of the sunsets, the gentle murmuring of the Min on a moonlight night; the sweetness of songs with which the early greet the mornings—for all of these which through the power of suggestion have inspired many an undergraduate, without his being conscious of it, to a life that loves beauty, truth and goodness—I owe my deepest gratitude to my alma mater, F. C. U.

For the knowledge of physical laws which gives a better understanding and a deeper appreciation of the universe through the study of natural sciences, to wit, physics, chemistry and biology, I owe my gratitude to my alma mater, F. C. U.

For the many life-long friends that I made among the ever-caring faculty members and fellow students through personal contacts, discussion groups, class work, as well as cooperation in extra-curricular activities, I owe my experiences in fellowship, to my alma mater, F. C. U.—and “Life is fellowship” to quote Dr. T. C. Chao.

For the joy of knowing God and His unbounded love as revealed by our Lord Jesus Christ, for the sense of obligation to minister unto the needs of my fellow-men, especially the student generation, through the appreciation of nature, through retreats and chapel worship, through participation in student Christian service projects, and more particularly, through the study of religious education, I owe my religious devotion and the choice of my life work to my beloved alma mater, F. C. U.

"All hail to thee, All hail to thee,
Fair college, object of our hearts' devotion,
While life shall last, O may we faithful be
To thee, to China, and to God."

—*Alma Mater*



Huang Hsiu Chi, '36, is student secretary of the Y. W. C. A. in the historic city of Wuchang. In the fall of 1936 she was one of six delegates sent to the Pacific Area Conference of the World's Student Christian Federation in California.

It is almost one year since I left F. C. U. Many cherished memories which I got from my four year's college experience have frequently returned to me and made me always proud to be one of her products. It is not just because there are wonderful surroundings--beautiful scenery, the big library, a nice group of people, etc. The most impressive thing my alma mater has given me during my four year's life and has contributed to my present work is her high spirit which was deeply plowed into my life. Three points I shall briefly bring out to prove what my F. C. U. education means to me, namely, that I was educated in how to live, whom to live with, and why to live.

How to live: I can neither remember the formulas in Chemistry I studied in my Freshman year, nor the dates of the musicians, psychologists and philosophers. But there is one thing I will never forget, that is, that the teachers taught me how to use these tools for my continuous digging in whatever I am interested in. "A well-ordered mind answers its own questions," intelligent living is very important indeed. But a well-ordered mind is not entirely inherited but also acquired. There are many opportunities together with various kinds of club organizations as extra-curriculum work in F. C. U. for students to acquire genuine knowledge. Any one who can appreciate and catch them will gain.

Whom to live with: F. C. U. is a big "family" because she emphasizes the personal relationships of the persons within the campus. Really, the things I got from the text books and class rooms seldom influenced my life, but a few words which I picked from informal and personal talks with teachers or fellow-students mean the most to me. Life is friendship, but only he who can appreciate and taste it for himself will know this. This experience, then, brings me the idea that I do not want people to call me "Secretary" even tho it is a matter of fact that I am; (the word "Secretary" in Chinese means "work matter" Kan-Shih); do I just manage business? It must be "work person" (Kan-Jen) that is, that I have to work for man. I have been surprised that many people have asked me why I would come to a place where there was no one whom I knew. But I feel that everywhere is my home after getting acquainted with people. This is a world of mutual help and inter-enrichment of personalities. Therefore, it does not matter where you go or whom you live with.

Why to live: One day on the trip from America to China last September, one of our delegation asked me this question: "Why do you live?" After a few minutes of silence, my simple answer was: "Man lives for *creative activity*." The highest ideal of the Christian spirit has been always challenged for its betterments and fulfilments in F. C. U. through various ways—fellowships, Chapel, special services, personal contacts, etc. By sharing, such wonderful experiences I came to realize that life is not dry negative, meaningless, and towards the door of death; but alive, active, valuable, joyful and creative if we live in God. He is the Source of increasing power and He enriches my life even tho sometimes I feel so exhausted and so discouraged. Briefly speaking, F. C. U. education teaches her daughters and sons not only to live intelligently and socially but also spiritually.



Shen Sheng Yu, '33, is principal of Anglo-Chinese College, Amoy, a middle school with 300 students. His school is acknowledged as the most influential in the city.

Here is an examination I do not know how to pass. How can I explain with human language what my college education means to me? Certainly I cannot. Why? The reason is simple. It means so much to me that it is beyond the power of language to express it.

If I must say something then I will say my college education means everything to me. When I discover some new idea it recalls vividly some teaching I received at F. C. U.; if I make a new plan for my present work I think of some principle I learned at F. C. U. Indeed I owe her so much that I can never say it.

The beauty of F. C. U. inspired me with thoughts from on high. The river, the trees of the pine forest, the breeze at dawn, the moon over the distant mountains built up in me an experience and faith that have never left me. If, after my graduation, I have been able to serve my people or have had a religious life to share with my young followers, I must give my most hearty thanks to my Alma Mater, F. C. U.

Ho Chung, '34, after graduation was engaged by the provincial government in rehabilitation work of Communist-ravaged areas in North Fukien. He is now Dean of the Union High school, Foochow. The school specializes in practical training in rural leadership.

I find it as difficult to state what my F. C. U. education means to me as to explain what my parents' love means to me. If I were to put it in a sentence I would say that F. C. U. taught me what I can work at, how I should work, and why I ought to work.

I found at F. C. U. that the spirit of science fills the campus. This is not due just to the abundant apparatus and equipment; it is due to devotion to the spirit of science. Even the workmen and coolies can work scientifically there.

F. C. U. is one of the smallest universities in China. Yet just for that reason there is the greatest opportunity for the contact of one personality with another. It is indeed true that only character can produce character. And we all know that we can improve personality only as there is opportunity to live in the reflection of greater personalities. F. C. U. is a society in which each member cooperates with others; even though living in the quiet at the foot of Kushan Mountain, we were in a real world. I learned there what it means to live in friendship with others.

The last thing for me to say is that at F. C. U. I found the most important thing of my life, the internal force that comes from the presence of God in my heart. Without that my soul grasps nothing.

"May F. C. U. ever keep on growing in her work!"



Chen Chuan, '29, after a brief experience of teaching, entered work in the provincial Bureau of Education. He is at present Senior Secretary in the provincial Bureau of Education.

Some eight years have elapsed since I left F. C. U. During these eight years I have been connected with the educational and cooperative work of the province of Fukien. The education which F. C. U. has given me contributes greatly to my work.

To me the major contribution is the spiritual enlightenment which I have gotten from my Alma Mater. The F. C. U. spirit is always with me. The ideal of F. C. U. gives the direction of my life journey.

I should say that no one could claim to live fully without some sense of the Ideal. It forms the "inner drive" in my life. This inner drive gives me the power to combat social evils and overcome them. The courage to serve and to accomplish, and the faith in human nature which alone makes service and accomplishments worthwhile.

A graduate of F. C. U. may forget what he learned in the classroom, the library or laboratory. But that does not hinder his life career if he does not lose the Spirit and if he follows the Ideal.

ALUMNI STATISTICS

FIELDS OF SERVICE

Church Schools.....	77
Private and Government Schools....	63
Government Service.....	58
Industrial and Commerce.....	28
Social Work.....	10
Medicine.....	6
Ministry.....	6
Studying abroad.....	14
Postgraduate study in China.....	15
Others.....	33
Total.....	<u>310</u>

Lin Pi Chin, '33, after graduation entered Peiping Union Medical College, the leading medical school of China. His outstanding work has won him several scholarships there. He is now completing his internship.

Fukien Christian University is a small institution. But it has its own way of contributing to the development of youth. The outstanding characteristic which distinguishes it from the national universities is its family spirit. The faculty members are friends as well as instructors of the students. The teachers have an interest in the students not only when they are in college but also after they leave it. Education in F. C. U., I discovered, emphasized the way of learning as much as what is actually gained; it teaches how to think as well as how to learn.

Another contribution F. C. U. made to me was with respect to the relation of science and religion. So far as I can see religion should be more than worship and science more than knowledge of material. The purpose of both is the search for truth. They can go hand in hand and there need be no opposition the one with the other. But a blind and dogmatic attitude should not be allowed to either. Both should help make life more abundant and meaningful. This I found to be the message of F. C. U.

Besides these things the beautiful scenery of F. C. U. has left a deep impression on my memory. Behind the campus is Kushan Mountain and before it is the Min River. As I walked by the river or over the hillsides I was touched by the greatness of nature and it taught me more than my textbooks.

Four years ago I left college. What remains in my mind? The long complex formulas of organic chemistry are forgotten but the scientific method of dealing with things remains. The textbook knowledge is gone for the most part but the way of thinking and learning goes with me. The curriculum courses become dim but the F. C. U. spirit has never gone.

ALUMNI STATISTICS
GEOGRAPHICAL DISTRIBUTION

Foochow.....	124
Amoy.....	40
Other parts of Fukien.....	35
Shanghai, and Nanking.....	34
Peiping.....	14
Overseas—Philippine Islands, Singapore, Java, etc.....	35
United States.....	11
Great Britain.....	1



Chou Ting Chieh, '34, on returning from a theological education in England, asked to be sent to Tingchow, a city in a region held by Communists for over six years. He goes there from pleasant work with students in Amoy at a voluntary reduction in salary of fifty per cent.

As I think back on what my F. C. U. education means to me, I remember with deep regret the privileges I failed to improve, the lessons I did not take to heart, the work I did not do. As I think of these I see more clearly the patience and love of some of our professors and their wives. I think of their insight and sympathy, their graciousness in dealing with us individually and in groups. I think of their power of breaking down the barriers of prejudice and fear by an unflinching love.

When I left China to study in Cambridge, England, experiencing for the first time life in another country, I was often reminded of teachers and friends in F. C. U. I thought of their unassuming courtesy, their uncomplaining acceptance of their place in life, their respect for every individual. The memories of the disturbed years of 1926-1927 are still fresh in my mind. Those were dark nights but they made the stars shine the more brightly. I remembered that these teachers did not brood over wrongs and

they always expected the best, not the worst, of people. By this faith they drew unexpected qualities from the most unlikely students.

I leave this here, but only because it is a theme too great for my pen to write, of the love that constraineth the founders and supporters of F. C. U. and those who work there. I want to express my gratitude by dedicating my body a living sacrifice in the spirit of the song of my Alma Mater,

“ May thy precepts and lofty inspiration
Abide, our hearts and wills to serve ;
Make us eager to serve our generation
Loving God and loving man and strong to serve.”



Shao Ching Yuan, '34, is principal of Yu Teh Girls School, Amoy, a school with about 250 students. The school is noted for high standards of scholarship and for its well-conceived program of religious education.

I am glad to have the opportunity to write something about what I owe to my Alma Mater. To me the most impressive and influential factor is that most of the professors of F. C. U. not only teach but guide, not only theorize but practise. The spirit of cooperation and service evinced by the members of the faculty unconsciously shatters the bars of the students' self-centeredness and develops the atmosphere of friendliness. I feel F. C. U. truly carries out these words of its College Song:

"May the light thou dost give us

Enlighten the minds and souls of fellowmen."

Chou Yung Yao, '35, became district inspector of education in the Changlo District after graduation. From that he was promoted to be one of the department heads in the Bureau of Education of Fukien Province.

I am in educational work because I believe that human behavior is changed through education. I am no exception to this fact; as is proved by my going through a college course in F.C.U. The things that seem to me to mean most as I look back on my work there are these:

1. "No merit but in service to humanity". The highest personality is the one who makes no claim for himself but sticks to his job. There is no other standard for merit than this.

2. Broad-mindedness. From my contacts with people on the campus and from the inspiration of its natural beauty I became impressed as a student with an optimistic attitude and a daring heart.

3. Formation of a habit of self-cultivation and self-development. The knowledge I got from books seems to me very limited. But I got the habit of self-cultivation. It has helped me again and again to dig out new knowledge for myself. I feel that my career depends on this point and it is the greatest contribution F. C. U. made to my life.



Lin En Ching, '35, is executive secretary of the Rural Service Center of F. C. U. His tasks include mass education for adults, leading boys' clubs, training leaders of cooperatives, assisting in promoting use of improved seed and stock, and a host of other concrete services.

Very often I find myself dreaming that I am once more in the library of F. C. U., reading side by side with my classmates. But I soon awake. My four years of preparation are now put to the test in the real conditions of rural society. I have forgotten much of what I recited in class, copied in the library, and heard in chapel. But friends, let me tell you what my F. C. U. education does mean to me. It means Life!

I learned three things in F. C. U. that seem to me the essence of life. Let me explain what they are :

1. The spirit of service. For nearly two years I have been working in a rural district. Day and night there is work to be done. Sometimes there seems more than can be accomplished. But my fear is that I cannot render the service to rural people I wish too. Rural service is no place for those who put self-enjoyment first, but it is a wonderful place for anyone who wants to put

service first. This spirit I have been baptised with and trained in by my F. C. U. education.

2. The ability of adaptation. The difference between college life and rural life is very great. But though we can do research work on the campus our college has been ruralized so that students can easily make contact with farmers. Therefore when I stepped from the campus into rural work I did not find it impossible to adapt myself to the greatly changed way of living. Every minute I try to make the environment of the farmers a better one for them.

3. The power of insight. Those who do not understand will think I am a fool to be working in so small a place as I am now. I do not care. I see beyond the immediate need of these farmers to what farm life can become. To improve their life and culture is the meaning and hope of my life. This pattern I owe to F. C. U.

THE PRESIDENT SPEAKS

Just as a tree is judged by its fruit, so a college is judged chiefly by the students it sends out. Fukien has reason to be proud of its graduates. In spite of their comparative youth many of them have demonstrated stability of character and readiness to respond to high ideals. They have rendered splendid service to their respective communities, to the nation, and to the church.

It is of interest to learn how the students themselves judge their education. The personal testimonies gathered in this simple pamphlet are from a few of our recent graduates. They may serve as samples of what Fukien students think of their Alma Mater. They may also help to interpret the work of Fukien Christian University to our friends. The letters indicate that all appreciate the fine location and natural beauty of the campus and the facilities for study and friendship. It is evident too that these young people have come to a clear understanding of the meaning of life and of the possible sources for the renewal of their strength.

We cannot pretend to think that Fukien has accomplished all that a true education could do. Neither can we claim the entire credit for what our alumni are; so much depends on what they have in themselves. But naturally we are pleased to note that even these recent graduates of ours have already distinguished themselves in some lines of useful service to the Chinese people, and that they think of F.C.U. as having had a part in shaping their lives. We shall, of course, always continue to exert our best efforts to achieve our cherished object of character building, and to strive to contribute to China what may be expected from a Christian educational institution of our resources.

Christian education is facing a great task in the present national crisis precipitated by the Japanese campaign of aggression in China. It is our hope that persons who have come under the influence of the Christian ideals of life may not only themselves be strong to endure all the sufferings of defensive war in their own areas, but may also come out with positive contributions to the upbuilding of a new China. Just as the yeast leavens the loaf, so we hope that the graduates of Christian educational institutions will give strength to a suffering nation and idealism and courage to a depressed and seemingly timid world.

— Lin Ching Jun.

FUKIEN CHRISTIAN UNIVERSITY

Located on the banks of the Min River, four miles below Foochow, capital of Fukien Province, 500 miles south of Shanghai.

Founded in 1915. Supported by four Church bodies: Methodist Episcopal, Congregational, Reformed, and Church of England.

Chinese Christian Administration inaugurated in 1928.

Faculty (1937) Chinese, 24; American, 9.

Students (1937) Men, 128; Women, 46.

The Plant includes

The Edwin C. Jones Memorial Science Hall

The Gardiner Hall, Jr., Memorial Arts Hall

The Pierce Memorial Dormitory for Women

Three Dormitories for Men

The Agricultural Building, Experimental Farms and Gardens.

Thirteen Faculty Residences

Athletic Fields.

Fukien Christian University

Emphasizes teacher training

Prepares for many forms of Christian service in Fukien Province.

Serves a region of 15,000,000 people, predominantly rural.

Offers to young men and women a Christian college training thoroughly permeated with the spirit of eager service.

LUTHERAN *Higher Education Through the Years*



THE
BIENNIAL
REPORT

1936-1938

THE BOARD OF EDUCATION
THE LUTHERAN CHURCH IN AMERICA
WASHINGTON, D. C.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 350

LECTURE 10: QUANTUM MECHANICS

1. THE SCHRÖDINGER EQUATION

2. THE WAVEFUNCTION

3. THE HEISENBERG UNCERTAINTY PRINCIPLE

4. THE TUNNELING EFFECT

5. THE HARMONIC OSCILLATOR

6. THE PARTICLE IN A BOX

7. THE HYDROGEN ATOM

8. THE SPIN OF THE ELECTRON

9. THE ADDITION OF ANGULAR MOMENTUM

10. THE PAULI EXCLUSION PRINCIPLE

11. THE FERMI-DIRAC DISTRIBUTION

12. THE IDEAL GAS

13. THE BLACK-BODY RADIATION

14. THE PHOTOELECTRIC EFFECT

15. THE COMPTON EFFECT

PHYSICS 350

THE BIENNIAL REPORT
of
THE BOARD OF EDUCATION
of
The United Lutheran Church in America

to

THE ELEVENTH CONVENTION
of
The United Lutheran Church in America
BALTIMORE, MARYLAND
October 5-12, 1938

Published by
THE BOARD OF EDUCATION
OF
THE UNITED LUTHERAN CHURCH IN AMERICA
WASHINGTON, D. C.

THIS REPORT ANSWERS

What is the responsibility of the Church in the present crisis in education? The outline as well as the following items will guide pastors and leaders in the preparation of sermons, addresses, talks and discussions on one of the most important issues confronting the Church.

1. Why the Church is in higher education. Pages 5, 6.
2. A Picture of the organization, progress and publications of the Board of Education. Pages 6-10.
3. The Story of Ministering to Students. Pages 11-15.
4. A Picture of our Seminaries and Colleges during the past twenty years, together with present problems and facts. Pages 15-25; 28-38.
5. How the Board of Education serves the seminaries and colleges. Pages 26-28.
6. Where and how the Board of Education serves students. Pages 39-58.
7. A Study of the religious preference of students in American colleges and universities. Pages 60-63.
8. How the Board of Education keeps the Church informed. Page 59.
9. The financial situation and needs of the Board of Education. Pages 11, 63, 68-76.
10. Guiding principles and a suggested program for Lutheran higher education for the future. Pages 64-67.

THE CAUSE OF CHRISTIAN HIGHER EDUCATION

is presented to the Church during the four weeks after Easter, at which time pastors and all church leaders are invited to use materials supplied by the Board of Education for free distribution. Additional copies of this report is available for group discussions.

"If Christianity is to survive, it must survive in an atmosphere made by Christian Leaders."

AN OUTLINE OF THE REPORT OF
THE BOARD OF EDUCATION
LUTHERAN HIGHER EDUCATION THROUGH THE YEARS

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REPORT OF THE BOARD OF EDUCATION

LUTHERAN HIGHER EDUCATION THROUGH THE YEARS

The Church has always been interested in education. Her Founder is known as the world's greatest teacher. Throughout her history, she has been called the handmaid of education and the mother of schools. Primarily this interest was due to the necessity of adequately training a clerical leadership. But Martin Luther called attention to the fact that all youth should be properly educated in the significant sentence, "The right instruction of the youth is something in which Christ and all the world are concerned."

In America the interest of the Church has been circumscribed by the policy of separation of church and state which has been interpreted to mean the separation of religion and education and by the consequent establishment of the public school system. Only the Catholic Church is seriously maintaining a complete program of education. In 1930 there were 2,000 academies of which 1,500 were church-related. In 1895 the Catholic Church had 280 academies, while in 1930 it had 1,000. In higher education the Protestant churches are merging and closing colleges while the Catholic Church is increasing the number, developing academies into junior colleges and junior colleges into senior colleges.

The Protestant churches too easily gave up their responsibility in primary and secondary education. They thought the Sunday school and young people's work were sufficient. The interest in higher education—seminaries, colleges, and religious work with students appears to have a deeper rootage.

The Church is in higher education to train its own leaders. "Dreading to leave an illiterate ministry to the churches, when our present ministers shall lie in the dust" is an attitude of the church today as it was of the New England fathers in 1630. A church must train its pastors and leaders according to its own spirit. Colleges and seminaries are established so that adequate instruction may be given in subjects necessary for the full equipment of the Christian leader.

The Church is in higher education to make education effective in character building. Once education was spoken of as the acquisition of information; then as the discipline of the mind; again, as the development and training of skills; more recently, as life adjustments; and finally, as the development of the great appreciations. Because of this uncertainty as to what education is, we find confusion in educational circles. Means have been stressed as though they were ends. Quantity has been glorified with an imitation of the mass production systems of industry. Procedures have been mechanized so that no consideration is given to the growth in moral stature and in spiritual understanding.

The Church contends that education is a means to an end, and that the end is the reconstructive development and enrichment of the student for the sake of himself, the welfare of others, and the glory and honor of God. Education is a transforming power, not a conforming machine. Paul's words are the motto of the Church in her educational program: "Be ye not conformed to this world but be ye transformed by the renewing of your mind so that you may know what is that good, and acceptable and perfect will of God." The Church's activity in the field of education gives education that motivation and purpose which makes it effective in the lives of people.

The Church is in higher education to assure a Christian civilization. Leaders in the Church are not enough. There must be Christian leaders in all walks of life. If modern civilization is to be saved from the revolutionary, destructive forces now at work in the world, the Church will do it through her educational program. The Church can counteract the anti-religious movement working subtly in education and establish through her witness the reality of the living personal God. The Church can contradict a materialistic psychology and indicate the reality of the spiritual. The Church can overcome the moral anarchy of modern life by that Christian ethic which meets human needs and prevents social injustice. Keen observers of the signs of the times are convinced that the Church's educational program is the only effective agent in the maintenance of a desirable civilization and in the conservation of the great values of life.

In higher education, the United Lutheran Church in America is interested. At the time of its organization in 1918 the three merging bodies supported eleven seminaries, twelve colleges, four junior colleges, and six academies. During the past twenty years many changes have been experienced and much progress has been effected. To present a picture of the past, an analysis of the present, and a program for the future is the purpose of this report in fulfillment of the duty of the Board of Education and as a contribution to the twentieth anniversary celebration.

I. LUTHERAN HIGHER EDUCATION THROUGH TWENTY YEARS: 1918-1938

Render therefore to all their dues; tribute to whom tribute is due; custom to whom custom; fear to whom fear; honor to whom honor. Romans 13:7.

1. The Personnel of the Board of Education

a. Members

Clergy: E. E. Blint*, 1919-22; C. R. Bowers, 1926-30; H. H. Bagger, 1930- ; H. J. Black, 1930- ; S. Billheimer, 1936- ; R. D. Clare, 1918-30; G. M. Diffenderfer, 1926-38; F. K. Fretz, 1930- ; F. G. Gotwald*, 1918-19; L. F. Gruber, 1918-28; G. J. Gongaware, 1918-26; H. R. Gold, 1918-26; 1930- ; W. H. Greever, 1930-32; J. H. Harms, 1918-28; W. F. Hoppe*,

1918-30; W. M. Horn*, 1922-30; A. J. Holl, 1928-30; E. C. Herman, 1928- ; M. J. Kline*, 1918-28; P. H. Krauss, 1926-38; E. P. Pfatteicher, 1918-30; A. Steimle*, 1918-30; M. L. Stirewalt, 1930- ; C. H. Stein, 1931-32; A. J. Turkle*, 1918-26; W. H. Traub, 1932- ; A. R. Wentz, 1932- ; N. Willison, 1934-36; A. A. Zinck, 1928- .

Laitly: L. A. Anderson*, 1918-22; F. W. Albrecht*, 1918-28; H. G. Buehler*, 1919-24; Adelaide LeS. Burge, 1928- ; H. W. Bikle, 1930-36; H. S. Bechtolt, 1935- ; O. F. H. Bert, 1936- ; G. M. Cummings, 1920-30; Henry Denhart*, 1918-26; A. S. Downing*, 1919-24; J. H. Dingle*, 1926-32; C. J. Driever*, 1926-35; Frederick Henrich, 1930- ; L. C. Hassinger, 1932- ; R. D. Owen, 1926-38; William Pore*, 1918-19; Flora Prince, 1934- ; F. M. Riter*, 1918-26; J. M. Snyder*, 1918-28; W. H. Stackel, 1918-26; W. T. Stauffer, 1918-26; W. J. Showalter*, 1923-34; R. S. Saby, 1926-36; Chas. Steele, 1928- ; R. J. Seeger, 1936- ; R. B. Wolf, 1918-20; H. C. M. Wendel, 1924-32.

* Deceased.

b. Officers

The Rev. Robert D. Clare, D.D., convened the board and presided at its first meeting, December 17, 1918. The Rev. A. J. Turkle, D.D., was elected president at that meeting and continued until 1926, when the Rev. A. Steimle, D.D., was elected, serving until 1930. The Rev. H. R. Gold, D.D., was elected president in January, 1931.

As vice-presidents, the board elected the Rev. G. J. Gongaware, D.D., 1918-1926; Professor H. C. M. Wendell, Ph.D., 1926-1930, and the Rev. H. H. Bagger, D.D., since 1930.

The Rev. H. R. Gold, D.D., was the first secretary serving from 1918 to 1926. He was followed by the Rev. W. M. Horn, D.D., from 1926 to June, 1930, when the Rev. Gould Wickey, Ph.D., D.D., the executive secretary, was elected secretary.

From 1918 to June, 1929, the treasurer was J. M. Snyder, who was succeeded by R. D. Owen, Ph.D., serving for one year to June, 1930. At this time, sensing the need for the treasurer to be in close touch with the office, and in accordance with constitutional provision, the board elected Thomas P. Hickman, a non-member of the board, treasurer.

c. Staff

At the first meeting of the board, the Rev. C. S. Bauslin, D.D., the secretary of the Board of Education of the General Synod, was elected secretary and in May, 1919, was designated secretary for Lutheran colleges and recruiting. On February 11, 1919, the Rev. A. J. Turkle, D.D., president of the board, reported to the Executive Committee that the Women's Missionary Society was ready to co-operate with the board in maintaining the office of a woman secretary. Accordingly Miss Mary E. Markley was elected to this secretaryship to serve the interests of both the Missionary Society and the board. This is the first time that a woman representative of a Board of Education combined in one office this double approach to students. As one of the secretaries of the National Lutheran

Commission for Soldiers' and Sailors' Welfare. Miss Markley did not start her service until some months later. At the same meeting the Rev. Paul H. Krauss, D.D., was elected "a secretary of this board with a special view of work among Lutheran students at non-Lutheran institutions of learning." His service was delayed by his chaplaincy in the navy. In May, 1919, the Rev. F. G. Gotwald, D.D., formerly editor of the *Lutheran Observer*, a member of the board, was elected executive secretary.

At a meeting in December, 1920, Secretary Krauss resigned, and Miss Mathilde Peper was elected assistant secretary for women students on a part-time basis. The Rev. C. P. Harry, D.D., pastor for students in Philadelphia, was elected secretary for university students in May, 1922. In February, 1926, Executive Secretary Gotwald died and his duties were assigned to Secretary Bauslin. Miss Peper resigned in April, 1928, and Miss Mildred E. Winston was elected on a full time basis, taking office September, 1928. The Rev. Gould Wickey, Ph.D., president of Carthage College, was elected secretary in April, 1929, taking office July 1st. In June, 1930, the resignation of Secretary Bauslin was accepted to be effective September 1, 1930.

2. A Program of Progress

The board was organized "to promote the general educational interests of the Church, to conserve the religious life of the students in the educational institutions of the Church, in state universities, and in other schools; to stimulate the supply of candidates for the ministry; to administer the work of ministerial education for co-operating synods and to render financial aid to educational institutions."

In accordance with this object the chief emphases in the work of the board twenty years ago were: financial grants to institutions, recruiting for the ministry, and work with students. This work was organized under an executive secretary, a college secretary, a secretary for women students, and a secretary for university students.

In 1930 the work was re-organized under an executive secretary and three secretaries for students, the executive secretary functioning also in the special service to colleges and seminaries in administration and promotion. The divisions of the board's work were designated: administration, public relations (promotion), research, students, and institutions.

The emphases in the work today are:

- (a) Educational and financial aid to colleges and seminaries.
- (b) Intensifying and extending the work with Lutheran students.
- (c) Better as well as more men for the ministry through co-operation with synodical committees.
- (d) Promotional programs to awaken the membership of the Church to the significance of Christian higher education.

- (e) Research on matters of value to the Church and her educational institutions.
- (f) Building of funds for more effective work, the income from the apportioned benevolence being wholly inadequate.

In 1926 the first comprehensive survey of church-related colleges in America was initiated and carried through by the Board of Education. The findings were published in 1929 by the Bureau of Publications of Teachers' College of Columbia University in three volumes totaling 1,625 pages under the title: *Survey of Higher Education for the United Lutheran Church in America*. To the institutions this survey gave numerous suggestions for economies, more effective organization, and constructive improvements. Many presidents knew of necessary changes, but the survey emphasized and supported the presidents in appeals to their boards and constituencies. To the Church the survey serves as a means of knowing the nature and quality of the service rendered by any one institution and of knowing in what direction efforts should be expended for the development of the whole educational program.

To the 1932 convention of the Church, the Board of Education in conjunction with the Executive Board and the presidents of the synods presented a significant study of the Church's arrangements for the training of ministers and teachers. Definite suggestions were given as to curriculum, faculty, library, endowment, church constituency, the school year, and the realignment of seminaries. Within eighteen months, or before the end of 1934, three seminaries suspended operations with a saving of more than \$16,000 per year to the Church. This study offers the seminaries guiding principles for an effective development of their work.

3. Types of Publications

Going to College: A 96-page book admirably adapted to the needs of every prospective college student, written by the Staff and published in 1936.

Study Outline Books: *Facing the Faith*, Bierstedt; *How, Harry*; *Jesus the Unique*, Perennial Problems, Gearhart. (Out of print.)

Monographs: *Truths by Which We Live*, Delk; *The Student*, Dysinger; *Religion and the Tendency of Modern Science*, Elson; *The Beginnings of Work Among Lutheran Students*, Gold; *Value of the Observance of the Church Year*, Gotwald; *Christian Theology and Modern Science*, Science and Revelation, Gruber; *Luther's Contribution to Education*, Peery; *Some Chapters in the History of Higher Education for Lutheran Women*, Markley; *Christianity and Education*, Wickey. (Out of print.)

Pageants and Programs for Life Service: *The Key*, Copenhaver; *The Lost Call*, Signal Hill, *The Witness*, Piero; *Here Am I*; *Follow Me*; *What Shall I Do*; *Who Follows In Their Train*. (Out of print.)

Vocational Material: Most of it in behalf of the ministry—some for young boys, more for high school students, some adapted to college students. *Mary Slessor of Calabar, Soldiers, The Good Doctor, Lewars; Do You Say You Are Not Fitted for Leadership, For Any Father and Mother, You Fathers and You Mothers, Help Us Get Ministers, Leads for Leaders, Profit and Loss in Recruiting, What Shall I Do with My Life, Who Calls, Bauslin, C. S.; Is the Ministry an Attractive Vocation, Bauslin, D. H.; Why I Entered the Gospel Ministry, Ard; The Challenge of the Ministry, Baker; Why I Became a Minister, Blackwelder et al; The Object of the Christian Ministry, Englar; Why I Stay in the Ministry, Keller; The Unassisted Triple, Would You Do It Again, Nicely; An Open Letter to Open Minded Young Men, Pfatteicher; Claims of the Gospel Ministry on College Men, Stevenson; and The Present Task of the Ministry, Woodrow Wilson (Reprints). (Out of print.) The Ministry—Points, Preparation, Work; Making Life Count, Harry; Open Letter on Opening Possibilities, So You Are Going to Be—You, So You Are Going to be—A Teacher, So You Are Going to Be—A Nurse, So You Are A Nurse, Markley.*

Devotional Material: *Christ for Others, The Church, Guidance, How to Know God, Living the Life, Personal Work, Reasonableness of Christian Faith, Science, Philosophy and Religion, Sharing the Word, Some Reasons Why, Harry. (Out of print.) Knowing the Bible, Winston; Foundations, Power, Prayer Life, Group Prayer, Lutheran Church and Modern Religious Life, Sacraments, Harry.*

College and University Promotional Material: *A Symposium on the Christian College, edited by C. S. Bauslin; Will It Pay, Why Go to College, Bauslin; Going to College, Students Coming and Going, Does It Make Sense, Markley; At College, Dysinger; Higher Education (reprint); After High School What, Wickey; I Choose the Church College (reprint); The Christ, the Church, the Student (an illustrated book on the work of the board, 1922); Do You Know, Markley; Like a Mighty Army, Meade (reprint); Lutheran Synods in America; Church and Social Problems; Why Lutherans Should Do Religious Work Among Students, The State University—a Challenge to the Church, Krauss; Helping the Student, What To Do, Method, Program and Schedule of Student Work, the Staff; Introduction, Application and Guest Membership Cards.*

Survey of Higher Education for the United Lutheran Church in America: Leonard, Evenden and O'Rear (3 volumes) Bureau of Publications, Teachers College, Columbia University, New York City, 1929. (Out of 216 Surveys this ranked as one of thirty of outstanding value,—one of ten of national scope. *Surveys of American Higher Education, W. C. Eells, p. 220.*)

4. Funds and Finances

When the board was organized it had no funds. Today its capital funds are *General Endowment Fund*, *Ministerial Education Fund*, and *Scholarship and Loan Fund for Women*, with a total amount of only \$90,597. The income from the endowment fund is used for the general work of the board, while the income from the other funds assists young men and women to prepare for full-time Christian life service.

The income of the board for its whole sphere of work is limited to the 9 per cent of the apportionment which amounted to \$90,900 for the year 1937-38. In 1919-1920 the income was \$97,236, which was 12 per cent of the apportioned benevolence.

After extended study of the problem of expenditures, the board decided to allot as grants-in-aid to institutions 55 per cent of the budget, to student centers 15 per cent, and for all other expenses 30 per cent. With the uncertainty of income since 1932 this plan has tended to stabilize grants-in-aid as well as determine to what extent expenditures could be made for items of administration and promotion.

5. Ministering to Students

Before 1918.

The church for more than a decade prior to 1918 had been pioneering in its ministry to students. In July, 1907, the first Lutheran pastorate at a state university was begun and continued for nine years--the Rev. Howard R. Gold, pastor for students at the University of Wisconsin, Madison. Called by the Home Missions Board of the General Council, Pastor Gold with leaders in the General Council had aroused sufficient interest in the student field to see appointed in 1909 a standing Committee on Student Life in Non-Lutheran Schools, this committee to consist of seven clergy and five laymen. The committee recommended as follows: Chairman, the Rev. A. J. Reichert; secretary, Erland Lind, Esq.; treasurer, Charles L. Trabert, Esq.; and the Reverends August T. Seashore, Peter Peterson, William K. Frick, Gottfried Nelson, Howard R. Gold, Paul H. Roth. Other lay members of the committee were Charles G. Schultz, superintendent of public instruction of Minnesota, A. A. Stomberg, professor of Scandinavian languages at the University of Minnesota, and L. A. Anderson, actuary of the insurance department of the state of Wisconsin.

This committee was "charged with the work of inquiring into the religious conditions of student life in non-Lutheran institutions so far as it applies to the Lutheran Church, and empowered to take such action in the matter as it may deem necessary." The committee was "instructed to seek the co-operation of other Lutheran bodies in this work, upon such terms as may be found possible consistently with the principles and practices of the General Council." The committee assumed supervision

of the purely student interests in the congregation organized in 1906 in Madison, Wisconsin and designated Pastor Gold as its representative. Upon his resignation in 1916 the Rev. Howard E. Snyder became pastor and continued the service to students until his resignation in March, 1918, when he took a chaplaincy in the army.

In 1910 the General Council Committee called the Rev. Gustaf Rast, D.D., as pastor for students at the University of Minnesota. After several years of successful pioneer work, Dr. Rast in July, 1914, was succeeded by the Rev. C. A. Wendell. In addition to his work with university students, Pastor Wendell visited state teachers and other colleges in several states in behalf of work among Lutheran students. Dr. Wendell as pastor of Grace Lutheran Church of the Augustana Synod, still continues as student pastor and represents 24 years of unbroken and cumulative service to Lutheran students.

Two notable advances were made about the same time in two other parts of the Church. The Home Mission Board of the General Synod in September, 1911, organized a congregation of thirty-one charter members which held services in University Hall of the University of Illinois in Urbana. From the beginning students have been an important part of the work which was inaugurated and stabilized by the Rev. F. B. Heibert, pastor from 1913 to 1925.

The New York and New England Synod called as Students' Pastor the Rev. Samuel Trexler, who assumed his duties in December, 1912. For two years he traveled among the students in the universities—Cornell, Syracuse, Columbia, Yale, and Harvard—organizing, ministering, and preaching. "After these years of experience it seemed wise to recommend that resident pastors should be called to give continuity to the work. Cornell was selected as the first center. Neighboring pastors served until in 1916 the Reverend Edwin F. Keever, D.D., was called as pastor and served until in 1917 when, as chaplain, he went with the army overseas. In December of the same year the Reverend William M. Horn, D.D., became the pastor for Lutheran students at Cornell and continued until his death in 1932."

A full time pastor for students at Cornell University since 1916, the work supported uninterruptedly by a synod—now the United Lutheran Synod of New York—remains a unique example of what the Church should and could do in ministering to students.

The General Council Committee in 1917, after conference with the University of Pennsylvania administration, with the co-operation of the Ministerium of Pennsylvania, called the Rev. Carolus P. Harry as pastor for students. From 1909 a committee of Philadelphia had promoted the spiritual welfare of Lutheran students at the university. Rev. Harry gave all his time to students, centering worship in local congregations, chiefly the Church of the Holy Communion. On the campus he worked in co-

operation with other pastors for students. He also extended his service to other universities and colleges in and near Philadelphia. This student pastorate in Philadelphia continues to be unique in that the pastor with no responsibility for the upbuilding of any congregation can give his undivided ministry to students.

The Committee on Student Life in Non-Lutheran Schools, active since 1909, made its last report to the first convention of the United Lutheran Church in 1918. The balance in the treasury of the committee, \$4,199.75, was given to the treasurer of the Board of Education of the United Lutheran Church in America, to which was assigned the work among students. "This work," wrote the chairman, Dr. W. K. Frick, in his last report, "will be one of the crown jewels of the United Church." [Quotations and facts from *The Beginnings of Work Among Lutheran Students*, Howard R. Gold, D.D. 1936.]

Since 1918.

The Board of Education has carried forward the work handed over to it. At the University of Wisconsin the successive pastors of the Luther Memorial, the Rev. Norman E. Goehring, the Rev. A. J. Soldan, the Rev. C. J. Rockey, were assisted by varying grants-in-aid to work among students. At the University of Minnesota the board has continued its relationship with Rev. C. A. Wendell, D.D., through the co-operation of the Augustana Synod. At the University of Illinois, the Rev. Alfred J. Beil and the Rev. Dwight P. Bair, D.D., since 1931 have devoted much time to student work with the combined help of the board and of the Illinois Synod. In Philadelphia since 1922 the Rev. Robert H. Gearhart, D.D., with the backing of a local committee, the co-operation of the Ministerium of Pennsylvania and the East Pennsylvania Synod and with the salary provided by the board, has developed a far-reaching work on the most important campuses and made his program an integral part of the work of the churches.

University Student Work has been established, stimulated and stabilized by the assistance which the board has given to the local pastors at the State Universities of California—the Rev. E. A. Trabert, D.D., pastor since 1918—Colorado, Iowa, Kansas, Michigan, Washington, and West Virginia. Other state institutions like Purdue in Indiana, Clemson and Winthrop in South Carolina, Polytechnic Institute in Virginia, and Pennsylvania State College, have pastors who are aided to devote rewarding time to ministering to students. At the latter institutions, with about 600 Lutherans, the Rev. John F. Harkins, D.D., pastor since 1919, ministers to the largest group of United Lutheran students at any one institution. At State Teachers' Colleges, especially the thirteen in Pennsylvania, the board through its resident pastors and student secretaries has done pioneer work. The board was the first general Church Board to realize

the significance to the church of the thousands of young people preparing to be public school teachers.

Metropolitan Student Centers have been cultivated with most rewarding results. Since 1925 when the Rev. Norman D. Goehring was called to the work, Boston has steadily shown the value of a careful and continuous service to students on the part of the Church. New York City student work for seven years has been directed and correlated by a member of the staff of the Board, Mildred E. Winston. As long ago as 1925 the board established a Fellowship to be granted to a young man student in some metropolitan university in return for part time service to Lutheran students. This position continued from 1925 to 1931 with three incumbents. Between 1933 and 1937 young metropolitan pastors assisted in the work with Columbia students. From 1918 until his death in 1937, the Rev. A. Steimle, D.D., pastor of Advent Church, was not only the designated pastor for Columbia students, but was also the untiring advocate of systematic student work planned for New York City in 1912. The Rev. Paul Scherer, D.D., pastor of Holy Trinity Church, since 1920 has been giving of his best to students in the metropolitan area.

In Baltimore until recently individual pastors like the Rev. R. D. Clare, D.D., have been doing the student work. Now the Ministerial Association composed of both United Lutheran and American Lutheran pastors, as well as a metropolitan student council, are carrying forward. In Washington, under the general direction of the Inner Mission Society, work has been successfully going forward for a number of years on the campuses of George Washington and Maryland Universities. Both cities have had metropolitan and area student conferences.

Chicago pastors, like the Rev. E. C. Paulus, D.D., since 1914, have faithfully worked with students, sometimes with the assistance of the board. The growth in interest has now culminated in a pastor for students, the Rev. Charles W. Kegley, who has no parish responsibility.

Pittsburgh is the metropolitan center where most recently the efforts of interested pastors and laity over a period of years have taken on concrete form in a co-operative work under the leadership of the Rev. Merle R. Kunkelman, the American Lutheran Church and the United Lutheran Church through the local conferences and synods participating.

Milwaukee, too, where the Rev. John F. Fedders, D.D., since 1919 has been an active leader among students, through the Ministerial Association and the Inner Mission Society, gives evidence of the leadership of the board. A vigorous Lutheran Nurses' Guild supplements the campus student associations.

The significant part which the United Lutheran Church has played in the initiation and development of the service of pastors to students is well portrayed in *The Church Follows Its Students* by Clarence Prouty Shedd. This volume of 325 pages published by the Yale University Press

in 1938 is a documentary study of a "student ministry, developed first within denominations, and then becoming a significant, self-conscious church movement among students." Mr. Wickey, Miss Markley and Dr. Gold were freely consulted concerning historical data and the preface of the book recognizes with gratitude the assistance of Miss Markley and particularly of Mr. Wickey.

6. Facts from the Seminaries and Colleges

Through the brief history of the United Lutheran Church in America the seminaries and colleges have played an important part. The faculty members have been active on boards and committees determining the policy and progress of the Church. The institutions themselves have experienced growth and progress. The names of those who have served well and sacrificed for the cause of Christian higher education cannot be recounted here, but the following facts do present an interesting picture of names, dates, and events which have been vital in the education of leaders for the Church and the State.

a. The Presidents of Seminaries and Colleges, 1918-38

The Presidents or Deans of Seminaries

Hartwick: Frank Wolford, D.D., 1918-20; 1925-29; A. E. Deitz, D.D., 1920-24; S. M. Paulson, D.D., 1929-

Gettysburg: J. A. Singmaster, D.D., LL.D., 1906-26; John Aberly, D.D., LL.D., 1926-

Southern: A. G. Voigt, D.D., LL.D., 1903-33; C. A. Freed, D.D., 1933-38; C. K. Bell, D.D., 1938- (Acting).

Hamma: D. H. Bauslin, D.D., LL.D., 1918-22; V. G. A. Tressler, Ph.D., D.D., 1922-23; L. H. Larimer, D.D., 1923-

Philadelphia: H. E. Jacobs, D.D., LL.D., 1894-1926; C. M. Jacobs, D.D., LL.D., 1926-38; L. D. Reed, D.D., A.E.D., 1938- (Acting).

Chicago: E. F. Krauss, D.D., 1915-20; and 1925-26 (Acting); J. E. Whitteker, D.D., LL.D., 1920-25; L. F. Gruber, D.D., LL.D., 1927-

Western: H. Dysinger, D.D., 1910-30; J. J. Raun, Ph.D., 1930-33; W. F. Rangelor, D.D., 1933-

Canada (Waterloo): C. H. Little, D.D., S.T.D., 1917-20; 1920-27 (Dean); 1929-31 (Acting); A. A. Zinck, D.D., S.T.D., 1925-27; F. B. Clausen, D.D., 1932-

Saskatoon: J. Goos, D.D., 1913-18; H. W. Harms, 1918-33; W. Magnus, 1932-36 (Acting); N. Willison, Litt.D., 1936-

Northwestern: J. Stump, D.D., LL.D., L.H.D., 1921-35; P. H. Roth, D.D., 1935-

The Presidents of Colleges

Gettysburg: W. A. Granville, Ph.D., LL.D., 1910-23; H. W. A. Hanson, D.D., LL.D., 1923-

Wittenberg: C. G. Heckert, D.D., LL.D., 1903-20; R. E. Tulloss, Ph.D., D.D., LL.D., 1920-

Roanoke: J. A. Morehead, D.D., LL.D., 1903-20; C. J. Smith, D.D., LL.D., 1920-

Newberry: S. J. Derrick, LL.D., 1918-30; J. C. Kinard, LL.D., 1930-

Susquehanna: C. T. Aikens, D.D., 1905-27; J. Diehl, D.D., 1927-28 (Acting); G. M. Smith, D.D., 1928- .
Thiel: H. W. Elson, Ph.D., Litt.D., 1916-21; E. F. Ritter, D.D., 1921-23 (Acting); C. A. Sundberg, D.D., 1923-25; B. H. Pershing, Ph.D., 1925-26 (Acting); E. C. Xander, D.D., 1926-33; E. S. Rudisill, Ph.D., D.D., 1934- .
Muhlenberg: J. A. W. Haas, D.D., LL.D., L.H.D., 1935-36; R. C. Horn, Ph.D., 1936-37 (Acting); Levering Tyson, Litt.D., LL.D., 1937- .
Carthage: H. D. Hoover, Ph.D., S.T.D., D.D., 1909-26; Gould Wickey, Ph.D., D.D., 1926-29; J. Diehl, D.D., LL.D., 1929-33; I. W. Bingaman, D.D., 1933-35 (Acting); R. G. Schulz, Jr., D.D., 1935- .
Wagner: A. H. Holthusen, D.D., 1918-26; F. Sutter, D.D., 1926-27; 1930-31; 1934-35 (Acting); C. F. Dapp, Ph.D., D.D., 1927-30; H. Brezing, D.D., 1931-34; C. C. Stoughton, A.M., 1935- .
Midland: R. B. Peery, Ph.D., D.D., 1912-19; E. E. Stauffer, D.D., 1919-22; J. F. Krueger, Ph.D., D.D., 1922-25; H. F. Martin, Ph.D., D.D., 1925- .
Lenoir Rhyne: R. L. Fritz, D.D., 1901-20; J. C. Perry, D.D., 1920-25; H. B. Schaeffer, D.D., 1926-34; P. E. Monroe, D.D., 1925-26; 1934- .
Waterloo: E. Hoffman, D.D., 1920-25; A. A. Zinck, D.D., S.T.D., 1925-27; C. H. Little, D.D., S.T.D., 1927-31 (Acting); F. B. Clausen, D.D., 1932- .
Hartwick: (Started 1928), C. R. Myers, D.D., 1928-29; C. W. Leitzell, D.D., 1929- .
Marion: C. B. Cox, A.M., 1916-28; E. H. Copenhagen, D.D., 1928-38; H. J. Rhyne, A.M., 1938- .

b. Faculty Members Serving Through 1918-38

Seminaries

Hartwick: Frank Wolford, D.D., 1913- .
Gettysburg: M. Coover, D.D., 1905-26, Emeritus; H. C. Alleman, D.D., LL.D., 1911- ; A. R. Wentz, Ph.D., D.D., 1916- .
Southern: C. K. Bell, D.D., 1918- ; J. W. Horine, D.D., 1918- .
Hanna: L. H. Larimer, D.D., 1908- ; J. L. Neve, D.D., 1909- ; L. S. Kcyser, D.D., 1911-1937.
Philadelphia: L. D. Reed, D.D., A.E.D., 1905- ; H. Offermann, D.D., 1910- ; C. M. Jacobs, 1913-38.
Chicago: E. F. Krauss, 1915- .
Western: H. Dysinger, 1905-37, Emeritus.
Waterloo: C. H. Little, D.D., 1917- .
Saskatoon: J. Goos, 1913- .

Colleges

Gettysburg: C. B. Stover, A.M., 1896- ; K. J. Grimm, Ph.D., LL.D., 1906- ; C. F. Sanders, D.D., 1906- ; C. P. Cersna, A.M., 1915- ; F. H. Clutz, Ph.D., 1918- .
Wittenberg: A. F. Linn, Ph.D., 1888- , Emeritus; E. O. Weaver, Sc.D., 1889- ; J. P. Schneider, Ph.D., 1904- ; C. G. Shatzer, Sc.D., 1901- ; R. H. Hiller, Litt.D., 1911- ; K. F. R. Hochdoerfer, Ph.D., 1891- , Emeritus; Hettie B. Hochdoerfer, A.M., 1907- , Emerita; Alice M. Mower, A.M., 1891- ; Rose Cadwgan, A.M., 1912- ; Grace Prince, A.M., 1892- ; T. B. Birch, Ph.D., LL.D., 1908-1937; J. A. Ness, Ph.D., 1904-1937.
Roanoke: G. G. Perry, A.M., 1905- ; W. E. Mann, A.M., 1910- ; C. R. Brown, Ph.D., 1918- .
Newberry: S. J. Derrick, A.M., 1896- ; E. B. Setzler, Ph.D., Litt.D., 1898- ; J. C. Kinard, LL.D., Litt.D., 1916- .
Susquehanna: J. I. Woodruff, Litt.D., LL.D., 1892- ; G. E. Fisher, Ph.D., 1896- ; E. M. Brungart, A.M., 1905- .
Thiel: N. W. Harter, A.M., 1911- .

Muhlenberg: G. I. Ettinger, Ph.D., Litt.D., 1880- , Emeritus; R. C. Horn, Ph.D., Litt.D., 1904- ; O. F. Bernheim, A.B., 1907- ; R. R. Fritsch, D.D., 1907- ; S. G. Simpson, A.M., 1911- ; J. D. M. Brown, Litt.D., 1912- ; A. C. H. Fasig, M.S., 1913-38; I. M. Wright, Pd.D., 1917- .
Carthage: W. C. Spielman, A.M., 1916- ; A. O. Boatman, A.M., 1918- .
Wagner: W. R. Ludwig, D.D., 1907-36, Emeritus.
Lenoir Rhyne: R. L. Fritz, D.D., 1901- .
Marion: May Scherer, 1912- .

c. Closed Seminaries and Colleges

<i>Theological Seminaries</i>		<i>Years of Service</i>		
Susquehanna	1858-1933	75	(Suspended)	
Pacific	1911-1933	22		
Martin Luther	1913-1934	21		
 <i>Academies and Colleges</i>				
Hartwick Academy	1815-1934	119		
Gettysburg Academy	1827-1935	108		
Wittenberg Academy	1845-1926	82		
Collegiate Institute	1854-1933	79		
Mont Amoena Seminary	1859-1927	68		
Elizabeth College	1897-1922	25		
Weidner Institute	1902-1930	28		
Summerland College	1912-1930	18		
Saskatoon Academy	1913-1933	20		

To have lived and served is not to have lived in vain. Through these institutions the labors and sacrifices of faithful teachers and the gifts of devoted friends have entered into the building of manhood and womanhood,—than which there is no nobler human work.

d. Faculties of Seminaries and Colleges
SEMINARY FACULTIES

	1918					1938				
	Number	EARNED DEGREES				Number	EARNED DEGREES			
		A. B. only	A. M. only	B. D. only or S. T. M.	Ph. D.		A. B. only	A. M. only	B. D. or S. T. M.	Ph. D.
Hartwick	4	2	2			6		2		4
Gettysburg	5		4		1	10	1	2	1	6
Southern	3	1	2			4		3		1
Hamma	5	2	1		2	9	1	3		6
Philadelphia	8	1		1		13	7	2	2	2
Chicago	7	2	4	1		7	2	4		1
Western	3	1	2			5		4	1	
Waterloo	3	3				3	2	1		
Saskatoon	2					4	2		2	
Northwestern*	6	1	2	3		6		2	3	1

* Founded 1921.

COLLEGE FACULTIES

	1918					1938						
	Number	Men	Women	A. B. only	A. M. only	Ph. D.	Number	Men	Women	A. B. only	A. M. only	Ph. D.
Gettysburg	23	23		2	11	10	40	40		3	19	18
Wittenberg	19	17	2	1	12	6	83	54	29	17	28	38
Roanoke	16	16		11		4	24	23	1	3	12	9
Newberry	8	8		6	1	1	21	18	3	11	5	5
Susquehanna	21	16	5	9	1	1	35	25	10	11	13	11
Thiel	16	9	7	6	2	4	23	16	7	4	11	8
Muhlenberg	16	16		7	6	3	33	33		5	15	13
Carthage	17	9	8	2	7	2	29	19	10	8	15	6
Wagner	8	8		3	3	2	20	18	2	2	8	10
Midland	14	11	3	1	7		28	21	7	10	14	4
Lenoir Rhyne	15	10	5	4	8		23	18	5	8	9	6
Waterloo	3	3		2			11	8	3	3	7	1
Hartwick	12	9	3	5	4	3	22	15	7	5	6	11
Marlon (Junior)	16	1	15	10	1		12	1	11	3	5	

e. TOTAL STUDENT REGISTRATION AT SEMINARIES THROUGH TWENTY YEARS

SEMINARIES	1918-1919	1919-1920	1920-1921	1921-1922	1922-1923	1923-1924	1924-1925	1925-1926	1926-1927	1927-1928	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
Hartwick					No Report															
Gettysburg	38	37	41	50	49	41	34	52	57	68	71	10		19		26		41		28
Southern	24	23	21	13	11	16	33	33	42	41	41	78	85	92	98	82	90	99	110	94
Hanna	30	31	48	50	46	55	79	91	79	79	53	51	47	56	56	66	67	52	45	44
Philadelphia	75	83	91	97	89	101	111	111	91	113	119	130	163	191	195	176	150	150	158	164
Chicago	106	109	55	91	125	120	119	105	133	109	95	95	75	79	78	71	75	64	63	64
Western	14	15	13	14	11	18	14	11	16	12	11	15	19	19	21	23	21	14	5	8
Waterloo	10	9	11	7	10	10	11	12	12	11	11	13	11	11	9	9	10	13	11	11
Saskatoon	2	2	2	4	2	2	4	6	8	11	9	10	10	13	12	14	12	9	14	12
Northwestern				19		19		32		32		70		39		20		23		32

TOTAL STUDENT REGISTRATION AT COLLEGES THROUGH TWENTY YEARS

COLLEGES	1918-1919	1919-1920	1920-1921	1921-1922	1922-1923	1923-1924	1924-1925	1925-1926	1926-1927	1927-1928	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938
Gettysburg	500	405	414	425	581	628	668	668	663	663	672	672	635	597	538	515	497	535	635	673
Wittenberg	1023	971	1068	1220	1245	1576	1874	1993	2466	2487	2825	2588	2434	1802	1614	1930	1663	1655	1910	1894
Roanoke	152	164	163	196	201	259	248	257	259	261	250	264	286	335	361	374	371	431	479	501
Newberry	158	218	246	263	301	305	273	304	320	333	316	306	337	379	360	370	354	358	376	577
Susquehanna	390	390	418	400	669	732	761	779	862	896	1263	1168	899	730	590	419	402	381	444	400
Thiel	197	246	269	392	422	478	545	524	545	548	496	453	437	460	422	378	374	323	314	320
Muhlenberg	184	SATC	219	250	272	298	317	361	375	455	470	439	441	454	452	456	417	426	413	436
Carthage	381	305	280	294	350	359	361	421	387	372	349	326	332	297	321	311	323	335	336	328
Wagner	16	29	32	28	27	24	28	35	50	57	76	83	92	99	116	192	278	297	326	350
Midland	201	456	718	715	560	629	731	769	721	600	612	625	849	953	741	629	667	698	622	602
Lenox Rhyno	262	256	458	562	482	502	526	628	1116	1096	1000	1472	1505	1130	1024	992	697	1135	1355	1411
Waterloo				65		50		74		84		63	74	118	118	125				72
Hartwick											235	336	394	533	556	501	493	435	338	331
Marion (Junior)	174	154	161	158	156	163	183	183	180	178	148	147	133	120	131	137	134	116	165	123

f. Books by Faculty Members

To the charge that Lutheran pens are not active in the production of books, the following exhibit is an effective answer. The list is undoubtedly incomplete, but it brings together the books, written or translated, during the past twenty years by faculty members of our seminaries and colleges. In addition, hundreds of articles were printed in numerous learned journals and encyclopedias. To the more popular but high-grade magazine our teachers should be frequent contributors.

Seminaries

Gettysburg

Aberly, John—*Acts of the Apostles* (N. T. Commentary), 1936; *Bible Dictionary* (Contributor, 6 vols. in Telugu), 1923-26.

Alleman, H. C.—*Prayers for Boys*, 1919; *Old Testament: A Study*, 1934; *New Testament: A Study*, 1934; *Lutheran Commentary on the New Testament*, editor, 1936; *Hebrew Grammar* (Co-author with H. Creager).

Fischer, M. H.—*Story of Jesus*, 1924.

Stamm, R. T.—*Introductory Article and St. Mark* (N. T. Commentary), 1936.

Wentz, A. R.—*History of the Maryland Synod*, 1920; *When Two Worlds Met*, 1921; *Lutheran Church in America*, 1923, 1933; *History of the Gettysburg Seminary*, 1926; *Fliedner the Faithful*, 1936; *History of the Lutheran Church in Frederick, Md.*, 1938.

Hamma

Allbeck, W. D.—*Revision of Neve's History of the Lutheran Church in America*.

Flack, E. E.—*The Revelation of John* (N. T. Commentary), 1936; *Biblical Criticism* (The Translated Bible, ed. by Norlie), 1934.

Larimer, L. H.—Editor (with Bowers and Seegers), *Gospel Preaching for the Day*. (2 vols.)

Keyser, L. S.—*A System of Natural Theism*, 1917, 1927; *A System of General Ethics*, 1918, 1934; *In the Redeemer's Footsteps*, 1919; *Contending for the Faith*, 1920; *In the Apostles' Footsteps*, 1920; *A System of Christian Evidence*, 1922, 1926, 1930; *Man's First Disobedience*, 1924; *A Handbook of Christian Psychology*, 1926, 1928; *A Manual of Christian Ethics*, 1926; *The Problem of Origins*, 1926; *The Philosophy of Christianity*, 1928; *A Reasonable Faith*, 1933.

Neve, J. L.—*History of the Lutheran Church in America; Introduction to Symbolics; Lutherans in the Movement for Church Union; Story and Significance of the Augsburg Confession*.

Philadelphia

Fischer, E. E.—*Social Problems; Life, Work and Teachings of Jesus* (N. T. Commentary), 1936.

Jacobs, C. M.—*Luther's Work in English*, Vols. III, IV, 1930; V, 1931, VI, 1932 (Co-editor); *The Way—A Little Book of Christian Truth*, 1922; *The Story of the Church*, 1925; *Helps on the Road*, 1933; *An Outline of Christian Doctrine*, 1926 (trans. from German of W. Elert); *The Faith of the Church*, 1938.

Nolde, O. F.—*Luther's Catechism*; Co-author with P. J. Hoh: *My Life*, 1934; *My Pupils*, 1934; *My Bible*, 1935; *My Work*, 1935; *My Preparation*, 1935; *My Materials*, 1935; *My Group Sessions*, 1936; *My Progress*, 1937.

Offermann, H.—*The Jesus of the New Testament* (N. T. Studies); *Introduction to the Epistles and Gospels of the Church Year; What is Lutheranism?* 1930 (Contributor); *Matthew* (N. T. Commentary), 1936; *Life and Work of Paul* (N. T. Commentary), 1936.

Reed, L. D.—*The Philadelphia Seminary Biographical Record*, 1923.

Snyder, R. D.—*First Corinthians* (N. T. Commentary), 1936.

Tappert, T. G.—*H. Sasse's "Here We Stand"* (translator), 1938.

Chicago

Gruber, L. F.—*The First New Testament and Luther*, 1928; *World Book Encyclopedia and Its Annuals* (Contributor).

Klotsche, E. H.—*Outline of the History of Doctrines; Christian Symbolics*.

Krauss, E. F.—*Galatians* (N. T. Commentary), 1936.

Schaeffer, Henry—*Hebrew Tribal Economy*, 1922; *The Call to Prophetic Service*, 1926.

Waterloo

Little, C. H.—*Distinctive Doctrines*, 1936.

Northwestern

Gerberding, G. H.—*Lutheran Fundamentals*, 1925; *Reminiscent Reflections*, 1928.

Stump, Joseph—*Russelism, A Counterfeit Christianity*, 1922; *The Christian Life*, 1930.

Colleges

Gettysburg

Bachman, A.—*Censorship in France from 1715-1750: Voltaire's Opposition*, 1934.

Boughton, J. S.—*The Idea of Progress in Philo Judæus*, 1932.

Cline, T. L.—*Critical Opinion in the Eighteenth Century English Personal Letters*, 1923.

Fortenbaugh, R.—*The Development of the Synodical Polity of the Lutheran Church in America to 1829*, 1926; *A History of Christ's Evangelical Lutheran Congregation*, 1936; Contributor to: *Inland Lutheran Migrations*, 1926; *The History of Gettysburg College*, 1932.

Glenn, J. G.—*Chapters in the Style of the Roman Elegy: the Adjective*, 1936.

Kramer, F. H.—*Experimental Research as a Factor in Commercial Education*, 1920.

Laning, W. A.—*Oscillations in Corona Discharges in Rarefied Gases*. (In printer's hands.)

Mason, F. C.—*A Study in Shelley Criticism*, 1937.

Miller, G. R.—*The First Spark Spectrum of Rubidium (Rb. II) and Cæsium (Cs. II)*, 1931.

Ostrom, J. W.—*Controlling Ideas*, 1934.

Sanders, C. F.—*The Taproot of Religion and Its Fruitage*, 1931; *Orientation Syllabus*, 1926, 1936; Translated: *Problems of the Secondary Teacher (Jerusalem)*, 1918; *Introduction to Philosophy (Jerusalem)*, 1910, 1932; *The Mission of Philosophy to the Present Age (Uitz)*, 1937 (Negotiating with publisher); *The Philosophy of Eternal Man (Kraenzlen)*, 1938 (Ready for printer).

Sloat, C. A.—*Laboratory Exercises in General Chemistry; Laboratory Manual of Physical Chemistry*.

Tilberg, W. E.—*The Democrats and the Tariff, 1883-1888*, 1928.

Von Schwerdtner, E. O.—*Fundamental Language Facts*, 1933.
 Waltemyer, W. C.—*A Personal God in an Age of Science*, 1929; *First Peter* (N. T. Commentary), 1936.

Wittenberg

Beaver, W. C.—*Bacteria in the Soil*, 1919; *Laboratory Outlines of General Zoology*, 1924; *Thermophilic and Thermotolerant Bacteria*, 1928; *Laboratory Outlines of General Biology*, 1936; *Laboratory Outlines of General Biology*, 1938; *Fundamentals of General Biology*—To be published latter part of 1938.

Birch, T. B.—*The De Sacramento Altaris of William of Ockham* (Edited), 1930.

Bloomhardt, P. F.—*A Short Biography of F. A. Kahler*, 1937; *The Poems of Haggai*, 1928.

Bowman, Leona F.—*Problems in Home Economics Teaching*, 1925; *Co-author Status of Home Economics in American Schools*—University of Chicago Monograph, 1922.

Brees, P. R. and Kelley, G. V.—*Modern Speaking*, 1928. (Three editions since.)

de Boer, Josephine—*Edition Critique de "Chryseide et Arimant" par Jean Mairet (1625)*, Paris,—1925. (Co-author); *Mallorcan Moods in Contemporary Art and Literature*, 1938.

Heisey, P. H.—*Lutheran Graded Series of Sunday School Material*, 1926; *Three Essays on Luther*, 1932; *Studies in Social Problems*, 1938.

Hiller, R. H.—*Odyssey of Homer* (Tr. into English Prose), 1928.

Kruger, F. K.—*An undiplomatic Diary by the American member of the inter-allied military mission to Hungary, 1919-1920* (Columbia University Press, New York, 1935); *Gesichtspunkte, Methoden und Ziele einer Wissenschaftlichen Amerika kunde*, Berlin, 1928; Article "J. H. W. Stuckenberg" in "*The Encyclopedia of Social Sciences*," Vol. XIV. (In conjunction with Prof. L. L. Bernard); Articles in the "*Encyclopedia Americana*" on "German Judiciary," "The Imperial German Government," "German Parties."

MacPherson, Georgia and Gianakoulis, T. P.—*Fairy Tales of Modern Greece*, 1930.

Neuberg, M. J.—*Principles and Methods of Vocational Choice*, 1934; *Right Living*, 1925-27; Co-author: *Introduction to Guidance*, Ohio State Board of Education, Bulletin No. 1, 1930; Co-author: *A Guidance Program for Grades Seven to Twelve*, Miami County Board of Education, Ohio, 1931; Co-author: *A Guidance Program and Course of Study of Grades VII-XII*; Montgomery County Board of Education, Ohio, 1932.

Nystrom, Wendell C.—*The Selection and Provision of Textbooks with Special Reference to Kansas*, 1937.

Pershing, B. H.—*Contributor to the Dictionary of American Biography. The Ordinances of 1787; Its Operation and Influence in American History*; *First Prize Northwest Territory Sesquicentennial*, 1938.

Suhr, E. G.—*Sculptured Portraits of Greek Statesmen with a Special Study of Alexander the Great*, 1931.

Van de Wall, Clara M. and William—*Music in Institutions*, 1937.

Newberry

Aman, J. A.—*Federal Quarantine Administration*, 1935.

Carroll, Ruth—*High School Latin Manual*, 1937.

Ensrud, Paul—*The Lord's Prayer*, 1926; *Triboulet*, 1927; *Practice Hints*, 1928; *The Atonement*, 1929; *We Wait Thy Loving Kindness*, 1929; *The*

Creed, 1931; *Church Year Choral Series*, 1931; *Supplication*, 1932; *Hosanna*, 1932; *Hulder's Song*, 1932.

Epting, T. E.—*La Medecine chez Moliere*, 1931.

Nelson, Erland—*Radical-Conservatism in Student Attitudes*, 1938; *Religion on the Campus* (in hands of printer).

Park, J. G.—*2-p-Cymyl-4-semicarbazide and Certain Derivatives*, 1929.

Setzler, E. B.—*Introduction to Advanced English Syntax*, 1924; *The Anglo-Saxon*, Vol. I and II, 1926-29; 1936; *A Primer of Poetics*, 1936; *Jefferson Anglo-Saxon Grammar and Reader*, 1938 (co-author with H. H. and E. L. Setzler).

Setzler, H. H.—*Different Methods of Teaching Certain Subjects Found Effective in South Carolina High Schools*, 1926; *The Effects of Certain Starches on Unsized Cotton Yarn*, 1931.

Voigt, G. P.—*A History of Ebenezer Lutheran Church; The Religious and Ethical Element in the Major American Poets*, 1925.

Susquehanna

Ahl, A. W.—*Bible Studies in the Light of Recent Research*, 1923.

Thiel

Elson, H. W.—*Modern Times and the Living Past*, 1921.

Muhlenberg

Barba, P. A.—*German Lyrics and Ballads*, 1935 (co-author).

Badger, K. M.—*Verb Finder*, 1937 (co-author).

Brown, J. D. M.—*The Constant Christ*, 1938.

Corbiere, A. S.—*Juan Eugenio Harzenbusch and the French Theatre*, 1937.

Fluck, E. J.—*A Study of Greek Love Names*, 1937 (co-author).

Haas, J. A. W.—*In the Light of Faith*, 1922; *Freedom and Christian Conduct*, 1923; *The Unity of Faith and Knowledge*, 1926; *The Truth of Faith*, 1927; *What Ought I to Believe*, 1929; *The Christian Way of Liberty*, 1930; *Christianity and Its Contrasts*, 1932.

Horn, R. C.—*Followers of the Way*, 1926; *The Use of the Subjunctive and Optative Moods in the Non-Literary Papyri*, 1926.

Swain, J. E.—*Struggle for Control of the Mediterranean; History of World Civilization*, 1938.

Carthage

Arbaugh, Geo.—*Revelation in Mormonism*.

Evjen, J. O.—*Life of J. H. W. Stuckenberg*, 1938; contributor to *What is Lutheranism?* 1930; *The Translated Bible*, 1934; *Dictionary of American Biography*, and *The New Schaff-Herzog Encyclopedia of Religious Knowledge*.

Neumann, R.—*The Book of Job, A Metrical Translation from the Hebrew Text*, 1932; *Essentials of the Word*, 1933; *Modern Medical Missions*, 1934 (co-translator). Ready for publication: *The Gospel Day by Day*; *Two Worlds and One God*; *An Evangelical System of Religious Education*.

Wagner

Hefelbower, S. G.—*History of Gettysburg College*, 1932; contributor to *What is Lutheranism?* 1930.

Palleske, Theodore—*Prize Translation of Siegfried* (second act by R. Wagner).

Rodick, B. C.—*Human Nature in American Politics; English Art in the XVIIIth Century* (both in manuscript form, ready for publisher).

Lenoir Rhyme

Keiser, A.—*Lutheran Mission Work Among the American Indians, 1922; The Indian in American Literature, 1933.*

Setzler, E. L.—*The Jefferson Anglo-Saxon Grammar and Reader, 1938* (co-author).

g. Marks of Progress

Besides the increase in faculties and growth in enrolments, noted elsewhere in tables, and the celebration of anniversaries, it is desirable to record the items which indicate progress and high standards.

Seminaries

Gettysburg inaugurated the Gettysburg Seminary Week in 1925 which brings to the institution annually lecturers of national and international reputation—received the Charles and Susan Cronhardt bequest which, although not completed, has now reached a total of \$285,000—added a full-time librarian and rebuilt and recatalogued the library according to the system of the Library of Congress—accredited by the American Association of Theological Schools—developed seminary choir.

Hamma installed new pipe organ in chapel, established new courses, introduced seminars for graduate students, received bequests for library and scholarships.

Southern erected the Voigt Administration Building and two houses for professors—secured \$38,000 as a Voigt Memorial Fund.

Philadelphia purchased houses for professors and Graduate Hall—completed reorganization and expansion of curriculum with the development of a Graduate School with an enrolment of 87, all resident work—established two graduate fellowships—established Practice School for Weekday Religious Education and regular supervision of clinical work of students—was accredited by the American Association of Theological Schools.

Western purchased Nye property.

Waterloo (Canada) enlarged main building—increased financial assets.

Saskatoon erected president's residence—enlarged campus.

Northwestern purchased a building and secured an endowment of \$78,000.

Colleges

Gettysburg enlarged campus—erected five new buildings—enlarged and remodeled others—increased endowment—was accredited by the Association of American Universities—admitted women—developed a college choir—installed chapters of honorary scholastic societies.

Wittenberg increased endowment \$1,500,000—increased assets \$2,700,000—enlarged campus, erected five new buildings, remodeled and enlarged

others—added departments of American literature, art, archaeology, biography, business administration, comparative literature, health and physical education, home economics, music, public speech, religious education, and sociology—developed extension classes and organized Junior College in Dayton—established offices of Dean of Men, Dean of Women, Business Manager, Controller, Student Counsellor, Director of Religious Activities, and Personnel Director—was accredited by the Association of American Universities and American Association of University Women—installed chapters of honorary scholastic societies for freshmen—developed an excellent college choir.

Roanoke erected gymnasium—increased financial assets \$500,000—was accredited by the Southern Association—admitted women.

Newberry erected gymnasium and men's dormitory—remodeled women's dormitory—merger of Summerland College with Newberry—increased financial assets—was accredited by the Southern Association—developed an excellent college choir—revised and enlarged curriculum.

Susquehanna enlarged campus by 23 acres—erected three buildings—renovated and remodeled others—increased endowment \$50,000—inaugurated retirement system for teachers—established two trustee scholarships for graduate work of \$150 each—was accredited by the Middle Atlantic States Association—Motet choir awarded second position by the Columbia Broadcasting Company in its quest for excellent choirs during 1938.

Thiel built gymnasium—was accredited by the Middle Atlantic States Association—established office of personnel director.

Muhlenberg increased the endowment and erected science building, library, and chapel, one of most attractive college chapels in America—revised curriculum—developed an extension school—was accredited by the American Association of Universities—established plan of faculty sabbatical leave—installed chapters of eight scholastic societies—had outstanding success in oratory and debating.

Carthage increased endowment—secured \$175,000 from the General Education Board—erected a field house—was accredited by American Association of University Women and the North Central Association—developed an outstanding a capella choir.

Wagner erected administration building—increased assets—revised curriculum—was accredited by Middle Atlantic States Association.

Midland erected a gymnasium—commons building and a girls' dormitory—developed an a capella choir of outstanding merit.

Lenoir Rhyne received most of the \$434,000 endowment—erected four buildings and purchased and equipped the Athletic Field—was accredited by the Southern Association of Colleges—had outstanding success in oratory and debating.

Waterloo increased assets—enlarged curriculum.

Hartwick (Founded in 1928) secured financial and property assets valued at \$655,000—was accredited by the Regents of New York State—developed a college choir.

II. LUTHERAN HIGHER EDUCATION THROUGH THE BIENNIUM: 1936-1938

"Without it—the church college—the church would become a decadent, antiquated institution, just as medicine would be if colleges and medical institutions did not apply to medicine the rapidly developing body of scientific knowledge. The stagnant college means a stagnant church, and a stagnant church means ultimate death."—J. H. Reynolds, president of Hendrix College.

"Nobody who is in touch with the universities can fail to observe how the young men and women are turning back to seek almost desperately for the secrets of the Christian faith and life. And the tide is coming in fast. But to watch it fills one with hope and fear."—F. R. Barry, *The Relevance of the Church*, p. 53.

Formed "to promote the general educational interests of the Church," the Board of Education believes this can best be accomplished by keeping Christ in education. Seminaries will be conscious that they are training young men for service to the Church, not merely for a profession. Theological students will have that sacrificial consecration befitting one called into the ministry. Colleges will realize that they are at least church-related, that the atmosphere of the campus, the attitude of the faculty members towards the Church, and even the accounting system, will exhibit the characteristics known as Christian. Students, wherever they are, will be understood and guided in those loyalties and qualities which become a Christian anywhere and any time.

In partial fulfillment of this function during the biennium the staff visited 223 campuses, 47 Lutheran and 176 non-Lutheran, in thirty-one states and three provinces, with a total of 495 visits; attended 1,133 sessions of committees' conferences, boards, and conventions; and had 6,305 personal interviews.

To present an analysis of the present status of higher education in the United Lutheran Church in America and the service of the Board of Education during the biennium is the purpose of this section of this report.

1. COOPERATING WITH THE INSTITUTIONS

To serve the colleges and seminaries so that they may grow in Christian fellowship and their service to the Church may become more effective.

a. The Service of the Board

Advice and Grants-in-Aid

The secretaries take opportunities for extended conferences with the president and members of the faculty, round-table discussions with the

faculty, visits to classes, and examination of buildings and grounds. The type of advice sought by the institutions and offered by the secretaries covers general administrative problems, curriculum changes, teaching staff changes, student welfare, promotion, and relations to the alumni and church constituency.

While the advice of the secretaries often results in desirable changes, and appears to be appreciated, the grants-in-aid of the Board are increasingly necessary in order that both the colleges and seminaries may function more effectively. During the biennium the institutions received a total of \$100,540, which is \$6,190 more than during the previous biennium.

By formal resolution the Board of Education called upon all the colleges and seminaries to engage the services of a certified public accountant to audit accounts at least annually, and requested the colleges to adjust their bookkeeping records and forms in harmony with the suggestions of the National Commission on Standard Reports for Institutions of Higher Education which were approved by the Board several years ago. To assist the colleges in this adjustment, the board has offered the services of the Financial Advisory Service of the American Council on Education. With adjustments made the financial records of our colleges can be compared on a similar basis with more than 600 other colleges.

Contacts and Publicity

During May of 1937 and 1938 secretaries were used by some colleges to speak at meetings set up by the college officials in co-operation with pastors. These meetings gave opportunities for valuable contacts and desirable discussion of the problems of Christian higher education.

Educational News Bulletin

Issued nine times each year, in mimeographed form, this bulletin continues to be of special value in keeping the colleges and seminaries informed of what other schools are doing, in presenting summaries of educational projects being carried on by both Lutheran and non-Lutheran institutions, in giving ideas for more effective and efficient administrative policies, and in bringing the board and the institutions into closer co-operative relationship.

Co-operation with Church Educational Groups

Conference of Theological Professors. The proceedings of the meetings held in June, 1937 and 1938, were mimeographed by the office of the board and distributed to all seminary faculty members. The board agreed to aid teachers in the Canadian seminaries in getting to the conference. The service of the board is greatly appreciated by the seminaries.

National Lutheran Educational Conference. Through the staff the board continues a co-operation that has been uninterrupted since the formation of the Conference in 1913. Mr. Wickey is on the executive committee and Miss Markley is editor of the monthly News Bulletin distributed through the National Lutheran Council. At the meeting in Chicago during January, 1938, the twenty-fifth anniversary was celebrated on the program of which both Miss Markley and Mr. Wickey had prominent parts. The Board of Education renders special service in aiding Lutheran teachers seeking positions on Lutheran college faculties.

Council of Church Boards of Education. Mr. Wickey continued to serve as the General Secretary of the Council of Church Boards of Education, organized in 1911 with Dr. F. G. Gotwald as one of the founders. This service is rendered "without prejudice to the work of the Board of Education." In appreciation of this co-operation the Council of Church Boards of Education shares in travel expenses, pays for the salary of an office secretary who serves our board, and grants an honorarium. Mr. Wickey has been returning to the Board the sum of \$600 per year. This arrangement has continued for three years without detriment to the work of our Board; in fact, there has been much assistance to our work. As editor of *Christian Education*, a Journal of Christian Higher Education, Mr. Wickey is exerting a very significant national influence.

Miss Markley has been honored by being elected to the chairmanship of the National Commission on University Work of the Council of Church Boards of Education. This Commission functions as a clearing house for materials and methods in the field of work with students.

b. The Institutions Report

In accordance with the by-laws of the United Lutheran Church in America, the colleges and seminaries report to the Church through the Board of Education. Statistics on finances and enrolments are secured on blanks especially prepared for that purpose. Statements of important events and facts are received from time to time, and are herewith summarized for the information and record of the Church.

Changes in Presidents

Philadelphia Seminary: The Rev. Luther D. Reed, D.D., A.E.D., professor of Liturgics and Church Art, was elected acting president after the death on March 30, 1938, of President Charles M. Jacobs, D.D., L.H.D., LL.D.

Southern Seminary: The Rev. Charles K. Bell, D.D., professor of Practical Theology, was elected acting president after the death on April 6, 1938, of President C. A. Freed, D.D.

Saskatoon Seminary: The Rev. N. Willison, Litt.D., became president on September 1, 1936.

Marion College: The Rev. Hugh Rhyne accepted the call to the presidency upon the resignation of President E. H. Copenhagen, D.D., effective August 1, 1938.

Muhlenberg College: Mr. Levering Tyson, Litt.D., accepted the call to the presidency effective June, 1937.

The Enrolment of Students

On October 1, 1937, the colleges reported a registration of 4,743, which is a 2.6 per cent increase over the figure of 4,619 for October, 1935. This small increase in a two year period, with one-half the colleges having decreases, is an indication of the keen competition for students, in spite of the fact that our colleges are improving their scholastic standards.

The enrolments in the seminaries continue to decrease. In 1934 there were 362 enrolled in the undergraduate courses; in 1935, 345; in 1936, 319; in 1937, 312; and in 1938, 293. Two reasons for this decline are the stricter standards for admission and the fact that synods no longer give financial aid so freely.

The actual figures of students enrolled at each seminary in the undergraduate courses for the past three years are seen in the following tables.

<i>Name of Seminary</i>	1937-38	1936-37	1935-36
Hartwick	16	21	22
Gettysburg	72	78	77
Southern	25	23	27
Hamma	24	35	38
Philadelphia	77	78	72
Chicago	28	27	29
Western	6	5	14
Waterloo	11	11	13
Saskatoon	12	17	10
Northwestern	22	17	17
	293	312	319

The Church Affiliation of Students at the Colleges

For the year 1935-36 the colleges reported 1,923 or 41.6 per cent Lutheran students enrolled out of a total enrolment of 4,619. The first table below shows the church affiliation or preference of students enrolled at our thirteen senior colleges and one junior college for the past two academic years. All denominations and sects having less than one per cent enrolled are placed in "others" item which includes twenty-seven groups, making a total of thirty-seven religious groups represented in the student bodies at our colleges. One Buddhist and one Deist are listed for 1937-38. Ten denominations account for 94.5 per cent of the students. The drop from 96 in 1935-36 to 73 in 1937-38 of students having no religious affiliation is interesting.

Of special interest is the exhibit in the second table indicating the number and percentage of Lutheran students at each of the colleges, not including special schools, during the past two years.

Denomination	1936-37		1937-38	
	No.	%	No.	%
Lutheran	2,017	42.7	2,002	42.2
Methodist	767	16.4	737	15.3
Presbyterian	460	9.8	473	9.9
Baptist	330	7.	350	7.3
Catholic	268	5.7	254	5.4
Reformed	139	2.7	161	3.3
Episcopal	167	3.5	190	4.
Cong.-Christian	158	3.4	97	2.5
Jewish	59	1.3	64	1.
Evangelical	86	1.8	98	2.6
Others	181	3.9	252	5.4
No Affiliation	87	1.8	73	1.1
Totals	4,719	100.0	4,743	100.0

Colleges	Total Enrol.	Lutheran		Total Enrol.	Lutheran	
		No.	%		No.	%
Carthage	292	152	52.1	286	155	46.3
Gettysburg	630	343	54.4	642	360	56.
Hartwick	285	35	12.3	277	29	10.4
Lenoir Rhyne	377	166	44.	445	189	42.5
Marion	76	27	28.1	61	21	34.4
Midland	303	128	42.2	278	115	41.3
Muhlenberg	436	201	46.1	429	181	42.1
Newberry	308	153	46.6	276	136	49.3
Roanoke	363	45	12.4	376	48	12.7
Susquehanna	282	140	50.	307	153	49.8
Thiel	262	105	40.	277	114	41.1
Wagner	207	97	42.	205	92	44.8
Waterloo	70	25	36.7	61	20	32.8
Wittenberg	828	400	48.3	823	389	47.2
Totals	4,719	2,017	42.7	4,743	2,002	42.2

c. Persistent Problems

The Church's Arrangements for the Training of Ministers and Teachers

In January, 1937, the Board of Education directed its executive secretary "to approach the authorities of the four eastern seminaries and of supporting synods with reference to the consideration of Washington as a possible site for a consolidated institution." Investigation and personal conversations revealed considerable sentiment in some sections for this suggestion but strong opposition in other centers. The attitude seems to be "to dig in and stay put," allowing time to be the judge, in spite of growing indebtedness and decreasing enrolments.

In January, 1938, the Board of Education voted to encourage the

seminaries "to give favorable and earnest consideration to higher standards as set forth both in the Report of the Church in 1932 on the Church's arrangements for the training of ministers and teachers, and by the American Association of Theological Schools." The standards adopted by this association are lower than those approved by the Church, and yet only two of the four seminaries of our Church which applied for accreditation were accepted.

In light of this total situation the Board of Education at its meeting in June, 1938, voted "to review the 1932 program on the Church's arrangements for the training of ministers and teachers" and to "consider ways and means of having all of the Church's theological seminaries accredited by the American Association of Theological Schools, either by strengthening or by merging institutions." This whole problem must be faced realistically and courageously by the Church and the synods supporting seminaries. (See Recommendation 2.)

Men for the Ministry

During the biennium members of the staff have met most of the committees on men for the ministry in the synods of the church. Several conferences with committees from synods in adjoining territory were held resulting in better and more uniform arrangements for aiding students financially. The time for beginning aid has been moved in most instances to the sophomore year in college and in some to the beginning of seminary work. We have sought to impress on the Church that the chief function of these committees should be to seek and direct men in preparing for the ministry, rather than to aid financially which should be limited to exceptional cases of great promise and great need.

Two separate studies were made of the Church's need for men for the ministry and the number of unemployed ministers. These studies seem to show that in the operation of the Church at the present time there are approximately one hundred pastors not being used. They show also that there is about the same number of vacant parishes. This rate seems to be somewhat constant. It is not alarming. In any case 3½% is a low unemployment rate as well as a low vacancy rate. Besides many of the unemployed ministers are in poor health or are prevented from an effective ministry for other reasons. Some of the vacant parishes are not able to support a minister. A study of the need of the Church due to retirement and old age shows that the average removal by death is fifty-three each year and the average by retirement is forty-two each year. There is some duplication in these figures. It seems that about eighty men are needed annually to replace ministers who retire or who die.

For the last five years our seminaries have graduated an average of 111; the highest number being 134 in 1934, and the lowest 98 in 1936. This

year, 1938, 115 were graduated. Practically all who have graduated have been called into the service of the Church. We are meeting the present needs adequately, so far as numbers are concerned.

Figures from our colleges show men planning to enter our seminaries as follows: 1938—52; 1939—54; 1940—61; 1941—48. It is difficult to estimate the number of men who may come from non-Lutheran colleges and universities during the same period. It seems likely there will be nearly enough. If, however, the Church puts on a program of expansion, we shall not have enough men.

The Church must not relax her vigilance in seeking the best men in the parishes and colleges and in urging them to prepare for her ministry. There is no need for second rate men and no financial help should be given to any except those of unusual qualifications and extremely limited economic resources. The Church should get away from the system of subsidizing men preparing for the ministry. Grants-in-aid should be granted only to exceptionally gifted men whose financial resources are entirely insufficient.

Training of Men for the Bilingual Ministry

Action of the United Lutheran Church in America requires that this board give careful attention to the whole problem of bilingual training for the ministry. Accordingly, grants have been allowed for students to study both in this country and in Germany. For 1936-37, \$300 was given to Karl J. Knauff, graduate of Waterloo College and Seminary, to study at the University of Erlangen and to visit inner mission institutions. He is now serving as the assistant pastor to St. Matthew's Lutheran Church, Kitchener, Ont., Canada, where he preaches in German twice a month, directs the work of the German Sunday school, and does much of his pastoral work in the German language. For the year 1937-38 Helmut Lehmann, graduate of the University of Saskatchewan and of the seminary at Saskatoon, was granted the sum of \$300. He will continue his studies during 1938-39 with the assistance of the "Martin Luther Bund" at the University of Erlangen. To study at Gettysburg Seminary, \$125 was granted Richard Syre, of Silesia, who had studied at the University of Vienna and Biblical Seminary. Of Mr. Syre, the faculty at the Gettysburg Seminary wrote, "We all feel confident that he will prove a useful man in the bilingual ministry of the United Lutheran Church in America." He is now in the service of the Board of American Missions at Gary, Indiana.

d. The Story of Numbers

Statistics tell a story which is interesting if not always revealing of the true status. The figures for our colleges and seminaries show that the total value of their assets is \$25,103,838, or \$430,069 more than in 1936. The indebtedness is \$2,932,777, or \$140,447 less than two years ago,

but \$1,032,292 more than in 1930. The most remarkable fact is seen in the indebtedness of the current funds amounting to only \$21,923, which is \$13,855 less than in 1936 and \$73,525 less than in 1930. The seminaries had deficits amounting to \$17,856, while those of the colleges amount to only \$4,067.

These figures are encouraging but another aspect of the picture is seen in the requests from the colleges for buildings to cost \$2,055,000, for permanent funds to be increased by \$5,125,000, for \$2,334,700 to pay accumulated and building indebtedness, and for \$50,000 to balance current budgets. The seminaries need \$425,000 to pay indebtedness and \$22,000 to balance budgets. Their needs for buildings and permanent funds are relative to a final merger of institutions and correlation of programs. Thus the immediate needs of the colleges and seminaries amount to more than ten million dollars.

The statistical tables will answer questions of detail concerning the stewardship of the fourteen colleges and the ten seminaries. Totals are not given in connection with the tables, but the following tabulation of summaries of certain items will prove worth while.

SUMMARY OF STATISTICS FOR INSTITUTIONS

	10	14	Grand
<i>Financial</i>	Seminaries	Colleges	Total
Value of all Property	\$2,488,528	\$11,860,036	\$14,348,564
Value of Fund Assets	2,628,135	8,127,139	10,755,274
Total Value of all Assets	\$5,116,663	\$19,987,175	\$25,103,838
Total Indebtedness	\$424,728	\$2,518,049	\$2,932,777
<i>Current Funds</i>			
Income	\$219,898	\$2,010,438	\$2,230,336
Expenditures	237,754	2,014,505	2,252,259
Total Current Deficits	\$17,856	\$4,067	\$21,923
<i>Libraries</i>			
Total Volumes	138,350	379,730	518,080
<i>Faculties</i>			
Total Faculties	67	410	477
Total Student Enrolment	487	8,092	8,579
Total Alumni	4,928	26,376	31,304

I. THEOLOGICAL SEMINARIES—Continued

Index No.	THE FUNDS: CURRENT INCOME									CURRENT EXPENDITURES									
	Endowment	Students	The Church				Special Gifts	Miscellaneous	Total Current Income	Administration	Instruction	Books Equipment	Operating	Maintenance	Interest	Loss on Annuities	Miscellaneous	Total Expenditures	Surplus or Deficit
			U.L.C.A.	Synods	Parishes	Total													
1	\$1756	\$653				\$1561	\$3141	\$310	\$7421	\$765	\$4125			\$642	\$95		\$854	\$6472	\$949
2	28243	2057				10335	1773	500	41408	8902	22074						41163	41163	240
3	2504	600	\$3583			9349	4914	1348	18715	204	9945	700	2130	4709	708		636	18592	123
4	13156	770				8134	600	420	23081	947	12102	388	4369			\$2700	4471	24977	1896
5	24959	2707			\$10745	33192	3388	3673	67919	6048	30400		18453		2740		18900	76550	8031
6	16062		2750			6916	1000	1284	25262		11750	600	6200	2042	4340	5678	2251	32861	7590
7	1258	95				1318	48		2710		3681	25	1192	571			60	5826	3107
8									297	See Waterloo College									
9			9800			11532	1970	227	13729		4595	912	1989		480		4044	13346	383
10	3805					14066	549	1223	19644		13457	348	4030			19	108	17962	1682

Index No.	THE FACULTY							THE STUDENTS																		
	Number		Degrees—Earned Only					Under-Graduates					Graduates			Total Enrolled	College Graduates Enrolled						Non-Lutheran	Alumni		
	Full Time	Part Time	No Degree	A. B.	A. M.	B. D.	S. T. M.	Doctor	1st Year	2nd Year	3rd Year	Special	Total	In Residence	In Correspondence		Total	1st Year	2nd Year	3rd Year	Special	Grad. in Residence			Grad. in Corresp.	Total Col. Grad.
1	3	3						4	3	3	7	5	18	12		12	30	2	2	7	2	9	22	22		323
2	6	4						6	24	19	28	2	73	21		21	64	24	19	28		21	92	7	1656	
3	4							1	9	8	0		26				26	9	8	9			26		338	
4	4							6	2	10	9	3	24	20		17	44	2	10	0	3	20	44	17	704	
5	11	5						2	21	25	30		77	87		87	164	21	25	30		87	164	11	997	
6	6							2	0	7	11	1	27			37	64	0	7	11		37	64		450	
7	5							1	5		3		8		2	2	10	1		3		2	6		221	
8	1	4						1	4	4	3		11			11									76	
9	1	4						1	4	4	4		11			11									35	
10	4							1	7	7	11		12	1	0	10	12									128

STATISTICAL TABLES—II. COLLEGES

Index No.	INSTITUTION	FOUNDED	LOCATION	PRESIDENT	Type	Accredited by	THE PROPERTY											
							The Plant				The Equipment						Total Value of Property	
							Campus		Buildings		Value of Real Property	Library		Laboratory and Museum	Furniture, Fixtures, Etc.	Value of Equipment		
							Acrea	Value	No.	Value		Vols.	Value					
1	Gettysburg	1832	Gettysburg, Pa.	Rev. H. W. A. Hanson, D.D., LL.D.	C	1, 2, 3, 4	96	\$161500	18	\$1274176	\$1435676	60000	\$100000	\$138357	←	\$238357	\$1674000	
2	Wittenberg	1845	Springfield, O.	Rev. R. E. Tulloss, Ph.D., D.D., LL.D.	C	1, 2, 3, 4	55	334715	17	1645106	1979822	80630	46990	125500	←	120581	302040	2281862
3	Reanoke	1853	Salem, Va.	Rev. C. J. Smith, D.D., LL.D.	C	2, 3, 4	20	62746	8	476128	538874	18000	92466	29377	←	123870	153247	692121
4	Newberry	1856	Newberry, S. C.	J. G. Kinard, Litt. D., LL.D.	C	2, 3, 4	47	12597	12	335249	347836	21000	35000	12000	←	47581	94581	442417
5	Susquehanna	1858	Selinsgrove, Pa.	Rev. G. M. Smith, D.D.	C	2, 3, 4	62	141554	18	535313	675067	14600	22000	16000	←	91704	129704	804771
6	Thiel	1866	Greenville, Pa.	Rev. E. S. Rudisill, Ph.D., D.D.	C	2, 3, 4	35	35000	8	353486	353486	17000	15000	16000	←	36809	67809	456295
7	Muhlenberg	1867	Allentown, Pa.	Levering Tyson, Litt. D., LL.D.	M	1, 2, 3, 4	75	571828	10	1552210	2124038	47500	51000	102657	←	153657	227694	480230
8	Carthage	1870	Carthage, Ill.	Rev. R. G. Schulz, D.D.	C	2, 3	38	27808	10	364884	392692	25000	24335	23740	←	48373	92469	480230
9	Wagner	1885	Staten Is., N. Y.	C. C. Stoughton, A.M.	C	2, 4	50			1077343					←	79007	1156349	
10	Midland	1887	Fremont, Neb.	Rev. H. F. Martin, Ph.D., D.D.	C	3	15		5	337532		15000			→	28213	28213	365745
11	Lenoir Rhyne	1891	Hickory, N. C.	Rev. P. E. Monroe, D.D.	C	2, 3, 4	37	92332	6	449714	542046	15000	25000	30000	→	24405	79405	621451
12	Waterloo	1911	Waterloo, Ont., Can.	Rev. F. B. Clausen, D.D.	C	3				See Waterloo Seminary		11000	15000	75000	→	22900	112000	423000
13	Hartwick	1928	Oneonta, N. Y.	Rev. C. W. Letzler, D.D.	C	4	75	35000	6	275000	311000	11000	15000		→	22900	112000	423000
14	Marion (Junior)	1873	Marion, Va.	Rev. E. H. Copenhaver, D.D. (Resigned)	C	5	75	25000	1	125000	150000	7500	8000	1000	→	16101	25101	175101

Note: Blanks indicate no report or nothing to report.
 Code: M—Men.
 W—Women.
 C—Coeducational

Code: 1. Association of American Universities
 2. Regional Accrediting Associations.
 3. State University.
 4. The Regents (New York).
 5. Virginia State Board of Education.

Index No.	THE FUNDS: PERMANENT				OTHER ASSETS							Inc. for Perm. Assets and Debts—1936-38			Indebtedness				
	Productive		Unproductive		Total Endowment	Scholarships	Loan Funds	Notes, Pledges, Etc.		Other Property and Funds	Total Other Assets	Total Funds and Assets	Total Value of All Assets	Plant and Equip.	Endowment	Indebtedness	Bldgs., Equip. Etc.	Cur. Accumulated	Total
	Restricted	Unrestricted	Annuities	Other				Interest Bearing	Non-Int. Bearing										
1	\$96073	\$657848	\$40000		\$795921					\$88414	\$984335	\$2588385						None	
2	249765	1274597	384811		\$1909474	\$11690	\$80013	\$21500	\$55076	168294	2077708	4359630		\$57571	\$883	\$650500	\$13289	\$672769	
3		659464	3000		662464		9102			35132	697590	1389717		5034		71600	50304	\$121904	
4		328157			328157				269054	723	270377	598554	\$5000				53282	\$5282	
5	21659	342254	36300		400210					110613	909997	174612	3765	4754	3000	100000	84368	224468	
6	1271	160881	1800	\$7908	171800					2752	578404	1379835				573950	49250	623200	
7	295754	704243			999997					8040	894624	1343854	2762	3708		128740	14778	146218	
8	10610	859574	16400		886584	1000	1988		4640	394	305111	1551460						354046	
9					394717					1895	134865	509610				72445	24878	97323	
10	32500	95170	5500		133170		1695			25782	469023	1081174						None	
11	432491		1750		434241					See Waterloo Seminary	155000	232000	655000				81000	4000	85000
12					77000	23000					2810	177911			2500	36700	4139	40839	
13	72000		1500	3500															
14																			

STATISTICAL TABLES—II. COLLEGES—Continued

THE CURRENT FUNDS—INCOME

Index No.	Educational and General								Auxiliary Activities and Enterprises				Non-Educational Purposes				Total Annual Income	
	Students	Endowment	The Church				Sales and Services	Miscellaneous Sources	Total	Dormitories	Dining Halls	Other	Total	Invested Funds	Current Gifts	Other		Total
			U.L.C.A.	Synods	Parishes and Individuals	Total												
1	\$242688	15645						\$258333									\$258333	
2	302981	71523		\$17036				401241									401241	
3	84978	28287	\$1800					1800	\$3750	\$8.21	\$95	\$95	\$2781				\$2781	
4	44726	11300	4500	5721				10521	235	911			180				180	
5	88295	21343	2050	8600	\$280			10930	67947								67947	
6	67774	5132	4500	26357	209			31066	121978	16230	4376	2507	23113	3258	\$25	3283	148374	
7	162435	44678		18000	4525			22525	1284	1500			387				3171	
8	59144	7546	4000	3183	5268			12451	2301	106273			4848				11381	
9									244626	6533							66	
10	52429	4192	8400	8117	203			16720	3008	73339	2852	37473	4216	66			112983	
11	81229	11475	2706	4000				6706		5440	2919					472	472	
12	5500	1406	5050	18788	857			24695		99410	12377	32223	13451	1298			1298	
13	65782	4291	750	5835	3715			10300	1500	317			79				31097	
14	16456		600	300				900		2086	83959	350		1335			1335	
										1021	14444	13532	174	350	1335	340	340	32440

EXPENDITURES

Index No.	Educational and General							Auxiliary Enterprises				Non-Educational Purposes				Capital Outlay from Current Funds				Total Expenditures	Surp. or Deficit			
	General Adm.	Instruction	Organ. Research	Extension Activities	Library	Operation and Maintenance	Total	Dorm. and Res.	Dining Halls	Other	Total	Annuities (Net Loss)	Interest on Loans	Scholarship Student Aid	Other	Total	Plant and Equipment	Indebtedness	Other			Total		
1																					\$250695	\$7638		
2	\$87565	\$18,2092		\$12522	\$9523	\$54105	\$345807	\$4064	\$1967	\$4422	\$10453	\$1755	\$27660	\$29970		\$59405					415644	11527		
3	32165	59135			2203	7245	100768			1998	1993	180	5991	11706		17395	\$2914				123575	4555		
4	11882	44480			2443	3942	62749						2160	760	3575	6495	4038				4038	73332	763	
5	25331	62585			2707	24954	115577			4149	4149	2138	5980	16738	607	25463					3000	148189	185	
6	16550	44863	\$579	2812	1907	13320	80036			6792	6792		8058	11880	4074	24012				\$4432	500	4932	115772	6328
7	38130	76867		26420	4166	28029	174218			1410	13816	15246	1190	30813	35699	6877	74579					264043	8042	
8	18574	41310			573	12510	72967	2782	26060			668	2561	8810	4300	18338	2762	1246	803	4816		126769	12	
9																						112877	6	
10	21846	40298		2591	1454	9499	75788			4713	4713			3628		3628	7	230	237		84366	901		
11	13342	58120		928	4572	13063	88024	4892	29037	20981	54910			5231	2895	8126					151060	7899		
12		25465		25	3032									2336								30958	1139	
13	19896	51182		619	3470	6374	81541			140	140			3580	2400	5000	1600	500	2100		89691	4037		
14	4579	9906			793	1857	17135	356	5497		5853			2220	580	2800	1857				1857	27645	4795	

2. SERVING OUR STUDENTS

To develop and maintain active centers of Christian fellowship for Lutheran students, so that their faith is conserved, their interest in the work of the Church is increased, and their talents directed in Christian service.

The Student Division carries on its work of serving the students of the Church in the seminaries and the colleges of the Church, in church-related colleges, in tax-supported institutions of higher learning, in privately endowed colleges and universities, in professional and technical schools and colleges.

a. Visits of Secretaries

Lutheran Institutions Visited

United Lutheran Colleges: Carthage, Gettysburg, Hartwick, Lenoir Rhyne, Marion, Midland, Muhlenberg, Newberry, Roanoke, Susquehanna, Thiel, Wagner, Waterloo, Wittenberg. *Seminaries:* Chicago, Gettysburg, Hamma, Hartwick, Northwest, Philadelphia, Saskatoon, Southern, Waterloo, Western. *Secondary Schools:* Allentown Preparatory School, Konnarock Training School, Lankenau School for Girls. *Motherhouses:* Baltimore, Philadelphia. *Hospitals:* Lankenau, Manhattan.

Other Lutheran Institutions: *Colleges:* Augsburg, Capital, Concordia, Gustavus Adolphus, Immanuel, Jon Bjarnason, Luther, Uppsala. *Motherhouses:* Immanuel, Milwaukee, Norwegian. *Hospitals:* Chicago-Augustana, Norwegian; Milwaukee; Brooklyn-Norwegian.

Non-Lutheran Institutions Visited

Colorado: University.

Connecticut: Hartford Seminary Foundation, Wesleyan, Yale.

Delaware: University.

Georgia: Agnes Scott, Emory, Georgia Institute of Technology, Mercer, Oglethorpe, Wesleyan.

Illinois: Aurora, Chicago, Macomb Teachers, National College of Education, Northwestern.

Indiana: Purdue, Rose Polytechnic.

Iowa: University.

Kansas: University, State, Emporia, Hays State Teachers' College.

Maryland and District of Columbia: University, George Washington, Goucher, Hood, Johns Hopkins, Naval Academy.

Massachusetts: Amherst, Boston, Harvard, Massachusetts Institute of Technology, Radcliffe, Simmons, Wellesley.

Michigan: University.

Minnesota: University.

Missouri: Park.

Nebraska: University, Wayne State Teachers' College.

New Hampshire: Dartmouth.

New Jersey: Rutgers, New Jersey, Princeton, Rider. *State Teachers' Colleges:* Newark, Trenton.

New York: Buffalo, Cornell, Rochester, Russell Sage, Syracuse, Vassar, West Point. *State Teachers' Colleges:* Albany, Buffalo. *Metropolitan New York:* Adelphi, Art, Ballard, Barnard, Biblical Seminary, Brooklyn, College of the City of New York, Columbia, Cooper Union, Design, Fine and Applied Arts, Hunter, International House, Julliard, Long Island, Music, New, New York, New York School of Social Work, Packard, Packer, Pratt, St. Joseph, Sarah Lawrence, Teachers, Union Theological Seminary. *Hospitals:* Bellevue, Christ, City, Cornell, Fifth Avenue, Henry Street, Metropolitan, Mt. Sinai, Presbyterian, St. Luke's, Stuyvesant.

North Carolina: University, State, Women's College of the University, Appalachian, Catawba, Duke, Elon, Greensboro, Guilford, Meredith, Peace, St. Mary's.

Ohio: University, State University, Kent, Miami, Oberlin, Toledo, Western Reserve.

Oregon: University, Reed, Williamette.

Pennsylvania: University, Bucknell, Lehigh, Pittsburgh, Temple, Albright, Beaver, Bryn Mawr, Moravian College, Moravian Seminary, Pennsylvania School of Social Work, Pennsylvania State College, Swarthmore, Ursinus, Wilson. *State Teachers' Colleges:* Bloomsburg, Clarion, East Stroudsburg, Indiana, Kutztown, Lock Haven, Millersville, Shipensburg, West Chester.

Rhode Island: Brown.

South Carolina: University, Clemson, Winthrop. Converse, Furman, Greenville, Wofford.

Tennessee: University, Chattanooga, King, Vanderbilt.

Texas: Rice.

Virginia: University, Polytechnic Institute, Emory and Henry, Invermont, Randolph Macon, Staunton, Sweet Briar, Washington and Lee, William and Mary.

Washington: University.

Wisconsin: University, Beloit, Carroll, Lawrence, Ripon. *State Teachers' Colleges:* LaCrosse, Oshkosh, Platteville.

West Virginia: University, Fairmont.

Canada: Manitoba, Ontario, Saskatchewan, Toronto.

b. Congregations in Educational Centers

A principle of work among students is that the congregation in the college community is responsible for the Christian welfare of students.

The pastors of 250 congregations in the educational centers of the United States and Canada are listed. Most of these pastors are rendering some service to students in universities, colleges, and professional schools. To these pastors the Board of Education gives guidance by occasional Service Bulletins, through directions for work, and through printed material for students. Pastors seeking personal assistance are helped by the visits and correspondence of secretaries of the board. To fifteen pastors or congregations in which the financial situation is such that the work with students cannot be carried on without some assistance the board makes annual grants. For six pastors small expense items have been carried. The board makes possible work among students in metropolitan centers—Boston, New York, Syracuse, Philadelphia, Chicago. But the vast majority of pastors and congregations minister to students as a Christian privilege.

DIRECTORY OF PASTORS IN EDUCATIONAL CENTERS:

Alabama

G. H. C. Park.....BirminghamBirmingham Southern
College

Arizona

TucsonUniversity of Arizona

California

E. A. Trabert.....BerkeleyUniversity of California
Clifford B. HolandLos AngelesUniversity of California
John E. HolckLos AngelesUniversity of Southern
California
Henry Irving KohlerLos AngelesJunior College
James BeasomGlendaleGlendale Junior College
.....FresnoFresno State College
F. C. PryorOaklandMills College
George H. HillermanPasadenaInstitute of Technology
W. C. MillerRedlandsUniversity of Redlands
D. L. DyresonSan DiegoSan Diego State College
J. Edward OstlundSan FranciscoSan Francisco State College
W. E. CrouserSan JoseSan Jose State College
E. T. MaySanta BarbaraSanta Barbara State College

Colorado

E. E. HabigBoulderUniversity of Colorado
F. R. WolfColorado SpringsColorado College
E. W. HarnerDenverUniversity of Denver

Connecticut

Herbert D. DichsenHartfordHartford Foundation
Robert HeldenreichMiddletownWesleyan University
F. W. SchaeferNew BritainTeachers of Connecticut
Berhend E. MehrrensNew HavenYale University

District of Columbia

Frances Dysinger, Sec.....WashingtonAll Universities and
Colleges
O. F. BlackwelderWashingtonGeorge Washington
University
S. H. KornmannWashingtonUniversity of Maryland

Florida

Chauncey R. BotsfordDelandStetson University
J. C. DerrickLakelandFlorida Southern College
P. G. McCulloughMiamiUniversity of Miami

Theodore K. Finck	.....St. Petersburg	.....St. Petersburg Junior College
G. F. Snyder	.....Tampa	.....University of Tampa
Georgia		
J. L. Yost	.....Allanta	.....Emory University and Other Colleges
H. G. Fisher	.....Macon	.....Mercer University and Wesleyan
Illinois		
Charles Landwere	.....Carthage	.....Carthage College
Dwight P. Bair	.....Champaign	.....University of Illinois
Charles W. Kegley, Jr.	.....Chicago	.....All Universities and Colleges
C. E. Paulus	.....Chicago	.....Chicago University
C. A. Naumann	.....Evanston	.....Northwestern University
I. O. Miller	.....Aurora	.....Aurora College
C. I. Empson	.....Decatur	.....James Millikin University
T. B. Hersch	.....East St. Louis	.....Park Air School
R. R. Frobenius	.....Elmhurst	.....Elmhurst College
Kenneth Knudsen	.....Macomb	.....Western Illinois State Teachers
W. L. Willson	.....Peoria	.....Bradley Polytechnic Institute
O. G. Beckstrand	.....Rockford	.....Rockford College
G. J. Curran	.....Wheaton	.....Wheaton College
D. R. Kabele	.....Wilmette	.....National College of Education
Indiana		
H. C. Stoldorf	.....Lafayette	.....Purdue University
L. T. Riley	.....Evansville	.....Evansville College
P. M. Brody	.....Goshen	.....Goshen College
A. K. Trout	.....Indianapolis	.....Butler University
Arthur L. Mahr	.....Indianapolis	.....Professional Schools
L. H. Wyandt	.....Muncie	.....Ball State Teachers' College
H. R. Ogle	.....North Manchester	.....Manchester College
C. F. Koch	.....Richmond	.....Earlham College
George Algner	.....Terre Haute	.....Rose Polytechnic and Teachers
P. W. Schrope	.....Valparaiso	.....Valparaiso Unlversity
Iowa		
Ralph Krueger	.....Iowa City	.....State University of Iowa
Henry Scherer	.....Cedar Rapids	.....Coe College
J. A. Miller	.....Davenport	.....Palmer School of Osteopathy
F. J. Weertz	.....Des Moines	.....Drake University
M. E. Leshner	.....Dubuque	.....University of Dubuque
W. F. Rex	.....Fairfield	.....Parsons College
A. B. Schwartz	.....Sioux City	.....Morningside College
Kansas		
C. A. Puls	.....Lawrence	.....University of Kansas
W. E. Wheeler	.....Atchison	.....St. Benedict's and Other Colleges
O. W. Ebright	.....Emporia	.....State Teachers' and College of Emporia
W. H. Moeller	.....Hays	.....Ft. Hays Kansas State
(Augustana)	.....Manhattan	.....Kansas State College
B. R. Lantz	.....Salina	.....Kansas Wesleyan University
A. J. Beli	.....Topeka	.....Washburn College
E. E. Stauffer	.....Wichita	.....Frinds and Municipal Universities
Kentucky		
H. C. Lindsay	.....Louisville	.....University of Louisville
Maryland		
Leon N. Zahn	.....Baltimore	.....Johns Hopkins University
R. D. Clare	.....Baltimore	.....Goucher College
J. F. Fife	.....Baltimore	.....State Teachers (Towson)
A. J. Traver	.....Frederick	.....Hood College

W. V. Simon	.....Frostburg	.....State Teachers
H. H. Spangler	.....Lutherville	.....Maryland College
P. W. Quay	.....Westminster	.....Western Maryland College
Massachusetts		
Norman D. Goehring	....Boston	.....Harvard and Boston Universities and Other Colleges
Michigan		
H. O. Yoder	.....Ann Arbor	.....University of Michigan
H. J. Fennig	.....Battle Creek	.....Battle Creek College
C. J. Rocky	.....Detroit	.....Wayne University
	.....Detroit	.....Other Colleges
R. J. White	.....Grand Rapids	.....Calvin College
J. F. Eshbaugh	.....Hillsdale	.....Hillsdale College
C. E. Jensen	.....Kalamazoo	.....Western State Teachers and Kalamazoo
Axel Larson	.....Lansing	.....Michigan State College
Minnesota		
C. A. Wendell	.....Minneapolis	.....University of Minnesota
Frank H. Clutz	.....St. Paul	.....Hamline and Macalester
H. E. Reinhart	.....Duluth	.....State Teachers College
F. W. Ihlenfeld	.....Winona	.....State Teachers College
Mississippi		
J. W. Mangum	....Jackson	.....Bellhaven and Millsaps
Missouri		
Andreas Bard	....Kansas City	.....University and Other Colleges
F. F. Mueller	....St. Louis	.....Washington University and Other Colleges
Marvin Reichert	.....Cape Girardeau	.....Southeast State Teachers
Montana		
L. C. Cloninger	.....Billings	.....Billings Polytechnic Institute
Nebraska		
F. C. Wiegman	.....Fremont	.....Midland College
R. E. Rangelier	.....Lincoln	.....University of Nebraska
F. C. Schuidt	.....Hastings	.....Hastings College
W. H. Traub	.....Omaha	.....Creighton and Omaha Universities
W. C. Heldenreich	.....Wayne	.....Nebraska State Teachers
W. F. Most	.....Wayne	.....Nebraska State Teachers
Blaine Simon	.....York	.....York College
New Jersey		
A. H. Holthusen	....New Brunswick	.....Rutgers University and New Jersey College for Women
Edmund A. Steimle	....Jersey City	.....Normal School and Other Colleges
Edmund A. Steimle	.....Princeton	.....Princeton University
P. T. Warfield	.....Trenton	.....State Teachers and Rider Colleges
New Mexico		
W. F. Martin	.....Albuquerque	.....University of New Mexico
New York		
Frank L. Gollnick	....Oneonta	.....Hartwick College and State Normal
Frederick Sutter	.....Staten Island	.....Wagner College
C. E. Frontz	.....Albany	.....N. Y. State Teachers
P. E. Schmidt	.....Brooklyn	.....Pratt Institute
H. J. Pfum	.....Buffalo	.....University of Buffalo and Other Colleges
C. E. Flechner	.....Elmira	.....Elmira College
F. T. Horn	.....Ithaca	.....Cornell University
Mildred E. Winston, Sec.	.....New York City	.....All Institutions

R. J. Olson (Counsellor)	New York City, 600 West 122d Street	Columbia University New York University
Wm. H. Davies	New York City	Hunter College
Wm. J. Villaume	New York City	Vassar College
F. J. Baum	Poughkeepsie	Rochester University and Other Colleges
F. R. Knubel	Rochester	Union College
H. D. Shimer	Schenectady	Syracuse University
Rollin G. Shaffer, Sec.	Syracuse, Hendricks Chapel	Rensselaer Polytechnic and Russell Sage College
L. H. Grandy	Troy	
North Carolina		
J. D. Mauney	Hickory	Lenoir Rhyne College
Henry A. Schroder	Chapel Hill	University of North Carolina
E. F. Troutman	Boone	Appalachian State Teachers
J. F. Crigler	Charlotte	Queens-Chlorca College
H. A. Schroeder	Durham	Duke University
C. E. Fritz	Greensboro	Woman's College of U. of North Carolina
F. L. Conrad	High Point	High Point College
C. E. Norman	Raleigh	State and Meredith Colleges
	Sallsbury	Catawba College
S. W. Hahn	Winston-Salem	Salem College
Ohio		
Carl W. Shanor	Springfield	Wittenberg College
E. Clyde Xander	Springfield	Wittenberg College
E. R. Walborn	Columbus	Ohio State University
G. D. Busch	Athens	Ohio University
C. L. Stager	Ada	Ohio Northern University
Franklin C. Fry	Akron	University of Akron
S. D. Myers	Alliance	Mt. Union College
A. H. Smith	Ashland	Ashland College
Walter Charlesworth	Bowling Green	Bowling Green State University
H. L. Melster	Cincinnati	University of Cincinnati Other Colleges
A. M. Lutton	Cincinnati	
Joseph Sittler, Jr.	Cleveland	Western Reserve and Case
Dana Johnson	Dayton	University of Dayton
B. F. Hofer	Defiance	Defiance College
John R. Himes	Marion	Ohio Wesleyan University (Delaware)
J. L. Ulrich	Elyria	Oberlin College (Oberlin)
H. Ward Grieb	Findlay	Findlay College
M. W. Wappner	Kent	Kent State University
W. L. Spielman	Marietta	Marietta College
W. M. Brandt	Newark	Denison University (Granville)
W. O. Kantner	Tiffin	Heidelberg College
W. W. Larson	Toledo	University of Toledo
P. J. Renz	West Middletown	Miami University and Western (Oxford)
P. S. Keliy	Wooster	College of Wooster
Oklahoma		
	Stillwater	Oklahoma College
F. H. Bloch	Oklahoma City	Oklahoma City University
	Tulsa	University of Tulsa
Oregon		
F. S. Beistel	Eugene	University of Oregon
L. R. Nielson	LaGrande	Eastern Oregon Normal School
W. E. Brinkman	Portland	Reed College
P. W. Eriksen	Salem	Willamette University
Pennsylvania		
H. P. C. Cressman	Allentown	Muhlenberg College
D. F. Putman	Gettysburg	Gettysburg College

W. E. Eisenberg	Greenville	Thiel College
D. C. Baer	Selinsgrove	Susquehanna University
R. H. Gearhart	Philadelphia	University of Pennsylvania and Other Colleges
M. R. Kunkelman	Wilkinsburg	University of Pittsburgh, Carnegie Institute and Other Colleges
J. F. Harkins	State College	Pennsylvania State College
N. S. Wolf	Bloomsburg	State Teachers College
F. C. Snyder	Clarion	State Teachers College
A. J. Pfohl	Indiana	State Teachers College
Carlton Heckman	Kutztown	State Teachers College
C. J. Stein	Lock Haven	State Teachers College
Ellerslie A. Lebo	Millersville	State Teachers College
W. W. Barkley	Shippensburg	State Teachers College
J. S. Kistler	Stroudsburg	State Teachers College
J. H. K. Miller	West Chester	State Teachers College
J. M. Patterson	Annville	Lebanon Valley College
A. C. Kanzinger	Ardmore	Haverford College
J. R. Booth	Beaver Falls	Geneva College
G. F. Gehr	Bethlehem	Moravian Colleges
Corson C. Snyder	Bethlehem	Lehigh University
H. B. Stock	Carlisle	Dickinson College
C. A. Neal	Chambersburg	Wilson College and Penn Hall
H. A. Weaver	Chester	Pennsylvania Military Academy
W. O. Fegley	Collegeville	Urslinus College
	Easton	Lafayette College
Frank Croman	Elizabethtown	Elizabethtown College
E. L. Manges	Huntingdon	Juniata College
Kenneth Otten	Philadelphia	Beaver College (Jenkin- town)
E. J. Hoh	Lancaster	Franklin and Marshall College
Vernon D. Naugle	Lewisburg	Bucknell University
R. A. Kline	Meadville	Allegheny College
L. S. Sweltzer	Reading	Albright College
H. B. Ernest	Washington	Washington and Jefferson College
<i>South Carolina</i>		
E. B. Keisler	Newberry	Newberry College
Palmer P. Pierce	Columbia	University of South Carolina
K. W. Kinard	Columbia	Columbia College
G. J. Gongaware	Charleston	College of Charleston and The Citadel
J. E. Stockman	Greenville	Furman University and Greenville College
H. S. Petrea	Rock Hill	Winthrop College
D. B. Wertz	Spartanburg	Converse and Wofford Colleges
B. M. Clark	Walhalla	Clemson College
<i>Tennessee</i>		
A. M. Huffman	Knoxville	University of Tennessee
H. A. McCullough, Jr.	Chattanooga	University of Chattanooga
L. A. Wertz	Greenville	Tusculum College
V. D. Derrick	Memphis	Southwestern Teachers
I. W. Gernert	Nashville	Vanderbilt University, Pea- body Teachers and Other Colleges
<i>Texas</i>		
F. W. Kern	Austin	University of Texas
N. H. Kern	Dallas	Southern Methodist University
A. H. Schnake	El Paso	School of Mines
Donald Elder	Houston	Rice Institute
J. F. Vorkoper	San Antonio	Westmoorland College
<i>Virginia</i>		
C. A. Honeycutt	Marion	Marion College
	Salem	Roanoke College

John Schmidt	Blacksburg ..	Virginia Polytechnic Institute
	Bristol ..	Sulins and Va. Intermont Colleges
A. J. Shumate	Harrisonburg	State Teachers College
R. T. Troutman	Lexington ..	Washington and Lee University and Virginia Military Institute
M. L. Minnich	Lynchburg ..	Randolph Macon, Sweet Briar and Lynchburg Colleges
C. T. Neas	Radford ..	State Teachers College
J. J. Scherer	Richmond ..	University of Richmond and Other Colleges
J. L. Sieber	Roanoke ..	Hollins College
R. D. Wood	Staunton ..	Staunton Military Academy and Mary Baldwin College
Washington		
O. A. Bremer	Seattle ..	University of Washington
	Bellingham ..	Western Washington College of Education
W. I. Guss	Spokane ..	Whitworth College and Gonzaga
H. N. Svinth	Tacoma ..	College of Puget Sound
West Virginia		
W. R. Hashinger	Morgantown ..	West Virginia University
W. P. Cline	Charleston ..	Kanawha and Other Colleges
A. F. Richardson	Davis ..	Davis and Elkin College
H. L. Hahn	Fairmont ..	Fairmont Teachers
Carl R. Plack	Huntington ..	Marshall College
J. H. Fray	Shepherdstown ..	Shepherd State Teachers
Wisconsin		
E. J. Blenker	Madison ..	University of Wisconsin
D. E. Bosserman	Appleton ..	Lawrence College
F. A. Berg	Beloit ..	Beloit College
H. N. Stoffel	LaCrosse ..	State Teachers
J. F. Fedders	Milwaukee ..	Milwaukee-Downer and State Teachers
A. A. Zinck	Milwaukee ..	Marquette University
E. R. Wicklund	Oshkosh ..	State Teachers
R. R. Doerling	Platteville ..	State Teachers
A. C. Riggie	Superior ..	State Teachers
I. R. Kraemer	Waukesha ..	Carroll College
Wyoming		
Leland C. Soker	Laramie ..	University of Wyoming
Canada		
Henry Hodel	Saskatoon, Sask.	Lutheran College and Seminary
C. S. Roberts	Waterloo, Ontario	Waterloo College and Seminary
Reinhold Krlsch	Edmonton, Alberta	University of Alberta
A. Grunwald	Toronto, Ontario	Toronto University and Other Colleges
	Winnipeg, Manitoba	University of Manitoba

In any educational center where there is no United Lutheran pastor, the staff co-operates as far as possible with pastors of other Lutheran Synods.

c. Work in Certain Student Centers

Boston

Since 1925 the Rev. Norman D. Goehring, D.D. has served as pastor for students, now under the joint auspices of the Board of Education of The

United Lutheran Church and the United Lutheran Synod of New York. He ministers to students attending Harvard, Radcliffe, Massachusetts Institute of Technology, Simmons, Wellesley and all the other universities, colleges, and professional schools in the area. His continuous service is exceeded by that of only one other church worker among students in the area.

During the academic year 1936-37 the United Lutheran Synod of New York engaged in the task of raising funds to build a chapel on the valuable property in the heart of the new housing development of Harvard University. Sufficient in cash and pledges was raised to pay the property indebtedness of \$42,000, to enlarge and recondition the present Parish House, and to furnish a substantial start for the Chapel.

A congregation of about 150 members, most of them professional people, now stabilizes and strengthens the University Lutheran Association of more than 100 active students. The 250 Lutheran students in the Boston area number many doing graduate work, and represent more states and countries as well as a greater variety of synodical bodies proportionately than any other one student center.

The Lutheran Student Council of students from seven different institutions co-operates closely with the Church Board. This makes the administrative aspect of the Association an important part of the Christian life of the students. One of the results has been most generous financial contributions from the students. A weekly discussion meeting supplements the regular morning service of worship, which more than taxes the limited capacity of the Parish House. A well-balanced program has helped to create a loyalty that continues in the relationships and support of Lutheran alumni.

Numerous invitations from the administrations of institutions in Greater Boston and in New England where the Lutheran Church is not known, bring Dr. Goehring before large groups of students. In that way he has become an influence in the Student Christian Movement and has gained for the University Lutheran Student Association a noteworthy significance.

New York City

During the biennium the work in New York City has continued under the direct personal supervision of the staff. This method begun in 1931 is part of Miss Winston's responsibility.

Constant touch has been maintained with forty-one different institutions ranging from universities and colleges to the smaller professional, arts, and vocational schools. On ten campuses there are organized Lutheran Student Associations. The Lutheran Student Association of Greater New York, of which Miss Winston is the adviser, unites in fel-

lowship and service the members of these groups, including the Lutheran Nurses' Guild. This makes possible a youth group in the Church with which students on the smaller campuses may become associated. The Lutheran Nurses' Guild is composed of young women from about twenty different hospitals and training schools. The Guild holds a communion service every Ash Wednesday.

The Lutheran Church is the only Protestant Church which has an inclusive program for all students in New York City. This is made possible through the co-operation of several congregations and numerous individuals.

Columbia University. During the first semester of 1936-37 pastoral work with the men students was done by the Rev. R. F. Auman of Scarsdale. In 1937-38 the board re-established its secretary-fellowship for personal and organizational work on the campus. It was held with much success by Mr. Russel J. Olson of Iowa, a graduate of Carthage College and a middler at Union Theological Seminary. By action of the Board of Religious Work of Columbia University in April, 1938, the holder of the secretary-fellowship is known as Associate Counsellor for Protestant Students, to work with the Chaplain of the University through the Counsellor for Protestant Students. Lutheran student life in New York City has suffered a great loss in the death of Dr. A. Steimle. Dr. Steimle, as pastor of the Church of the Advent, was designated by the Board of Education as pastor for students at Columbia University in 1920. Advent Church continues as the student center for Columbia students through the services of worship and the Sunday evening meetings directed by Sister Pearle Lyerly and Mr. Olson.

New York University Lutheran Student Association has been recognized by the student senate of the University. This recognition facilitates the organizational work of the Association and will make possible a greater number of personal contacts. Holy Trinity Church, through the associate pastor, the Rev. W. H. Davies, sponsors the New York University Association.

Hunter College has distinct associations at its three branches. They are sponsored by professors—Miss Dorothea Hess, Dr. Helene Hartung, Miss Henrietta Tichy. The Hunter Lutheran Student Association meets monthly and unites the three branch organizations and the Alumna Club. St. James' Church, Dr. Charles Trexler, pastor, gave the association the use of its edifice for meetings.

Wagner College through its student religious council is active in the Lutheran Student Association. In March, 1938, the campus entertained the Nineteenth Annual Conference of the Lutheran Student Association of the North Atlantic Region. President Stoughton, Professor Hinman, and Mr. Alfred Schroeder, who was also president of the metropolitan association, were the hosts.

The co-operation of various groups is invaluable to the work of the board. *The Board of Education of the United Lutheran Synod of New York* through its student committee has taken a personal interest in student life. *The Women's Missionary Society* of the Synod contributes through the general treasury of the Women's Missionary Society to Miss Winston's salary for work done on its territory. This is in addition to the taking of the census and placing on its synodical, conference, and local programs the presentation of the interests of the board. *The Lutheran Women's League* assists the local Lutheran Student Association financially. The recently organized *Friends of Lutheran Students* is an independent group composed of pastors and laymen from several synodical bodies. The group co-operates with the Board and with the Lutheran Student Association.

Pioneer work among Lutheran students in New York began in 1912. Since 1918 the board has united the interests of pastors and laymen in working with approximately 2,000 students yearly who come from many foreign countries and from every Lutheran synodical body in America.

Syracuse

A secretary-fellowship was established at Syracuse University in September, 1937, in co-operation with the United Lutheran Synod of New York and the Syracuse Lutheran Ministers' Association. Notice of the fellowship was sent to United Lutheran colleges in the East and to a selected list of other colleges and universities. From the applicants Mr. Rollin Shaffer of St. Mark's Church, Williamsport, Pa., was selected. Mr. Shaffer, a graduate of Muhlenberg College in 1937, is majoring in English. He has charge of the work with 203 Lutheran students on the campus, all of whom he knows. He has conducted Lutheran worship and discussion groups every week in one or another of the Lutheran churches of Syracuse or on the campus. He has appeared in a number of churches and in the university chapel. He co-operates with the campus Christian work under the direction of Dean William H. Powers and is listed as one of the staff with privileges of the university connected with that position. His activity has received favorable comment from the pastors in Syracuse and from the university. It is expected that Mr. Shaffer will continue in this work for at least another year.

Philadelphia

The Rev. Robert H. Gearhart, D.D., pastor for students in Philadelphia since 1922, has rendered the longest uninterrupted service in the student field of the United Lutheran Church. His work is backed influentially and financially (\$3,752 during the biennium) by a local committee of laity and clergy which has functioned since 1908. The Ministerium of

Pennsylvania and the East Pennsylvania Synod some years ago purchased an admirable house for the student pastor's residence and have annually during the biennium given grants of \$900 and \$500 respectively. The salary of \$2,500 is paid by the Board of Education.

The Lutheran student population of Philadelphia is 1,647. Of this number 210 spend the week-ends in their homes and 870 are commuting students. More than 900 students are reached by Dr. Gearhart.

At the University of Pennsylvania Pastor Gearhart is associated with the student pastors of five other communions. The Christian Association building, to which Philadelphia Lutherans made liberal contributions, provides excellent headquarters. In it the fifth and sixth successful annual metropolitan conferences of Lutheran students were held in 1936 and 1937.

On three other campuses Pastor Gearhart has maintained regular hours for counselling. As a partial result nine students were led to seek confirmation in their home congregations.

In discussion groups held on various campuses Dr. Gearhart has presented his own material under the general head—*What Constitutes A Christian?* Three themes have been comprehensively considered: *The Difference Between Christianity and Other Religions*, *The Positive Program of Jesus*, *What is the Meaning and Value of the Creeds?* More than one hundred students have been regular in their attendance.

Student deputation groups, forty-two in number, in which thirty-two students participated, have visited churches and young people's societies, speaking to the theme, *What My Faith Means to Me*. The regular Sunday evening group centered their attention on the Sermon on the Mount.

Approximately twenty congregations have co-operated with Dr. Gearhart in his work with students during the past academic year.

At Temple University, in addition to consultation hours and calling, there have been engagements by request of the administration and Holy Communion has been celebrated during Holy Week.

Work among the alumni has resulted in the circulating by Dr. Gearhart of recent books with a religious message. This recently initiated plan has been enjoyed by sixty-three alumni and will be continued and developed.

Chicago

Work among Lutheran students in the Chicago area has been a concern of the Board of Education for fifteen years or more. The board promoted such efforts as the pastors of congregations nearest the great universities could carry on by giving them annually modest grants-in-aid.

In the fall of 1934 the board asked Mr. Charles W. Kegley, then a middler at Chicago Seminary and a graduate student at Northwestern University, to work with students on that campus. Mr. Kegley's interest

and contact with students on other campuses grew until in November, 1934, and March, 1935, he helped conduct successful conferences for students. When the Metropolitan Student Council was organized in October, 1935, Mr. Kegley was elected active adviser. Through this Council made up of representatives of graduate and professional schools, universities and colleges, arts and business schools and schools of nursing, Mr. Kegley has been able to reach in one way or another 2,100 registered Lutheran students. The Council holds regular metropolitan conferences and has acted as hosts in November, 1935, and November, 1937, to the Hub Region of the L. S. A. A.

The Rev. Charles W. Kegley at its regular meeting in June, 1938, was designated by the board as the pastor of students in the Chicago area. The Illinois Synod has officially voted its enthusiastic co-operation and financial support by the allocation of \$900 per year. The Chicago Conference of the Women's Missionary Society have been helpful in their co-operation. The Friends of Lutheran Students is a fellowship of individuals of various Lutheran bodies who by personal interest and gifts are valuable assistants not only in working with students but in awakening the Church to the needs of students.

The students from all parts of the country and all bodies of the Lutheran Church are registered at 135 institutions including technical schools. An excellent work has been begun among students in schools of nursing, numbering forty-eight. With able leadership provided from Augustana Hospital and the Lutheran Deaconess Hospital, an active Lutheran Nurses' Guild has been functioning for several years. A Lutheran Alumni Association has been formed.

The scattered students are reached by printed material, conferences, and calls. On a number of campuses, notably Northwestern and Chicago Universities, a regular program of meetings for study and fellowship is carried on. At Northwestern and at Chicago Universities Pastor Kegley is a regular member of the Religious Council.

City pastors and students who are local residents help Pastor Kegley find church homes for the students. Concordia Church, the Rev. Carl Lund-Quist, pastor, and Wicker Park Church, the Rev. Charles Leslie Venable, pastor, have held special student vespers.

Pastor Kegley has accepted numbers of invitations from administrative officers and students to speak on local campuses. He has also been the guest speaker at church youth group meetings. He has been called upon to talk over the radio and to arrange for student speakers, two of whom were Lutherans.

The Chicago area with its varied types of institutions, its diversified student groups, its many Lutheran congregations, offers a magnificent opportunity for a co-operative project in student service.

Madison, Wisconsin

The Rev. Edward J. Blenker was called in August, 1937, by the Board of Education as pastor for students at the University of Wisconsin. Mr. Blenker is a graduate of the Northwestern Seminary in 1936. He acted as pastor for Luther Memorial Church between the resignation of the Rev. C. J. Rockey, D.D., in the fall of 1936 and the arrival of the Rev. Edwin Moll, D.D., in the fall of 1937. Rev. Blenker has inaugurated well-planned and intensive work with students under an agreement satisfactory to the pastor and church council of Luther Memorial, to the Board of American Missions and the Board of Education.

Of the 1,700 students registered as Lutheran at the University of Wisconsin, about half are of the Missouri Synod and are well cared for by a pastor with an excellent chapel and student headquarters. The other students belong to American, Augustana, Danish and Norwegian Synod congregations as well as to United Lutheran Church congregations. Pastor Blenker has brought about what promises to be a constructive and creative co-operation with the pastors of these synods in Madison. Of this co-operation an integrated program during the summer session of the University was the first concrete evidence.

The Northwest Synod and the Wisconsin Conference have encouraged the resumption of aggressive work among students by renewed interest and a small grant toward expenses. Rev. Blenker has been invited to present the cause to a number of church groups.

As a member of the University Religious Council, Pastor Blenker had a place in the planning of the Preaching Mission at the University of Wisconsin in February, 1938. The Mission held under the auspices of the Federal Council of Churches and the Council of Church Boards of Education brought to the campus Mary E. Markley, of the staff of the Board of Education and Dr. Conrad Hoffman, of world-wide reputation, once a member and worker with students in Luther Memorial congregation. Both guests were introduced to the Lutheran students in a planned and cumulative program.

The regular procedure of developing a student cabinet or council has been followed with a corresponding emphasis upon student stewardship of service and money. Leadership for the Hub Region of the L. S. A. A. has come from the group and the group will entertain the next regional conference. Sunday evening fellowship hour is followed by a worship and study period. A Lutheran Graduate Club of unusual promise has been formed. Data on alumni and plans for enlisting their active interest and service are being sought. Systematic calling in university and local residences and particularly in the Infirmary have helped bring more than fifty students into guest membership at Luther Memorial. Two students were instructed and confirmed.

The University of Wisconsin enrolls students from every section of the United States and from every body of Lutherans. It offers a great challenge for careful and constructive work with students of our church.

d. Co-operative Activities and Contacts

The Church can minister to students effectively only with the understanding co-operation of auxiliaries, boards, and synods.

With the Synods

Every synod has been requested and urged to have a committee on work with students. With such a committee the staff tries to keep in touch through occasional meetings when visiting on the territory and through correspondence. From year to year more synods see the possibility and necessity for such a committee.

The sense of responsibility toward the student youth of the Church can be noted in the fact that sixteen synods have made grants for work among students on their territory: Illinois, Indiana, Iowa, Michigan, Midwest, Nebraska, New York, North Carolina, Northwest, Ohio, Pacific, Ministerium of Pennsylvania, East Pennsylvania, Susquehanna, South Carolina, Virginia.

With the Augustana Synod

With the formation of the United Lutheran Church the Augustana Synod requested that it "be permitted to continue to assist in the support of religious work among Lutheran students at the different state universities, and that this work at the Minnesota State University be assigned to the Augustana Synod." (Minutes of U. L. C. A., 1918, p. 50.) This request was referred to the Board of Education and was granted.

The Augustana Synod has always had an official representative on the Board of Education, usually the president of the synod. The Rev. G. A. Brandelle, D.D., served for years. President P. O. Bersell is the present representative.

An annual appropriation to the support of work among students has been made by the Augustana Synod. Beginning at \$2,000, the maximum of \$3,000 was reached in 1926. Since then smaller appropriations were made.

The Augustana Synod has recognized the secretaries of the Board of Education as representing it in work with students and has accorded them every facility and courtesy. The secretaries have served Augustana students in twenty-one centers in thirteen states and the printed material of the board was widely used among Augustana students. The board appreciates the fine spirit of co-operation on the part of the Augustana Synod, both personal and financial, and trusts that it may continue.

With the Luther League

Reports from student pastors show that in a number of places the Luther League is the organization through which work with students is carried on. Much printed material in the field of Christian guidance published by the board has been used by the Luther League. Mr. Harry continues as educational secretary and editor of the *Topics Quarterly* of the Luther League.

With the Women's Missionary Society

Because the Women's Missionary Society in 1918 saw the advantage of doing its promotional work among college women through a secretary for women students on the staff of the Board of Education, The United Lutheran Church has the distinction of being the first church which brings to college women, through one staff agency, the complete challenge of the church.

In 1922 Miss Markley became a member of the candidate committee, and in 1924 the chairman. Until 1938 she remained the chairman of the enlarged personnel committee which is charged with finding young women qualified for specific positions. With Miss Winston she continues a member of the personnel committee which presents to the executive board of the Women's Missionary Society young women fitted for appointments by the Board of American Missions and by the Board of Foreign Missions.

Miss Markley and Miss Winston, through official membership or special appointment in the educational department and sub-committees keep in touch with the executive board of the Women's Missionary Society. As guest speakers at missionary conventions they emphasize the inherent relation of Christian higher education and the progress of the Church at home and abroad.

The direct contact of the board with the Women's Missionary Society is through the two women who are named as advisory members to the Board of Education and who are voting members of its committee on student work. To the Board of Education the Women's Missionary Society has been making an annual grant since 1920. The Women's Missionary Societies of the Synod of New York and of the Ministerium of Pennsylvania provide a share of this grant.

Through a student secretary in every synodical and conference Women's Missionary Society since 1919 an annual census of students has been taken by the board. In the taking of this census a number of the synods now co-operate through the standing committee on students. For the academic year 1937-38, 9,402 students were reported, belonging to 1,682 congregations. These names are valuable to pastors and to the staff in making contact with students. But the most valuable service rendered

by the seventy women who act as student secretaries is their part in creating a consciousness and conscience in regard to Christian higher education not only in the home congregation but in the congregation at the student center.

With the Inner Mission Board

The Board of Education has always considered student nurses as part of the general student group and pastors have included them in their work. Inner Mission pastors in some metropolitan centers have ministered to student and graduate nurses as they meet them in institutional activities. A joint committee of the Board of Education and of the Inner Mission Board is working on the responsibility of the Church in this field. Two pieces of printed material in editions of 20,000 have been issued with the joint imprint of the two boards.

A Guild for Lutheran Nurses,—nation-wide, to be open to all nurses of the Lutheran Church,—somewhat on the lines of the Lutheran Student Association of America, is in the forming. Such guilds are now in existence in six metropolitan centers.

With the Board of Deaconess Work

A folder on the diaconate has been published with the joint imprint of the Board of Education.

With the Board of American Missions

The Board of American Missions has direct relationship to many of the congregations through which work with students is being done. In thirty-five such congregations there are church extension loans. To thirty-five additional congregations salary grants are being made.

To twelve of these seventy congregations the Board of Education makes grants-in-aid. The amount varies in relation to size of congregation, number of students, educational strategy, and amount of time devoted to work with students by the pastor. These congregations assisted by one or both boards are situated in the cities and towns where the great state institutions are located:—California, Colorado, Illinois, Indiana, Michigan, Nebraska, North Carolina, Ohio, Oregon, South Carolina, Washington, Wyoming.

The other congregations aided by the Board of American Missions through whom smaller groups of students must be cared for are in Connecticut, Florida, Georgia, Mississippi, Missouri, Montana, Oklahoma, Tennessee, Texas, and Canada.

Obviously congregations must have proper church facilities if the students of the church are to be served. For that reason the Board of American Missions has included in its appeal the need for adequate

equipment for congregations in college and university communities. For the same reason at the 1936 Convention the following action was passed:

"That the United Lutheran Church authorize the Board of Education to assist financially in the necessary building programs of parishes doing student work."

The Church has never yet adequately faced the challenge of maintaining adequate parishes in strategic educational centers. A far-reaching policy of establishing and adequately sustaining parishes in educational centers must be worked out and adopted by the Church.

In Educational Centers

At the *University of Michigan* a joint committee consisting of members of the United Lutheran congregation and of the American Lutheran congregation oversees the student work. By agreement the parish house of the American Lutheran congregation is the student center, and the pastor of the United Lutheran congregation directs the student work. Plans are being worked out between the Michigan Synod, the Student Service Commission of the American Lutheran Church, and the Board of Education for a more intensive program.

At the *University of Nebraska* a joint committee, composed of pastors and laymen, uses a local United Lutheran pastor, the Rev. Ralph E. Rangleler, on part time to make initial contacts with students, to link them with the local congregations, and to direct the activities of the Lutheran Student Association. The budget of the committee is balanced by grants from the Nebraska and Midwest Synods of the United Lutheran Church, from the Danish Synod, from the Augustana Synod, from the American Church, and from the Board of Education.

In *Oregon* pastors and laymen form the Oregon Lutheran Student Service Association which provides for individual and group membership. A pastor of the American Lutheran Church, the Rev. Wm. Schoeler, is the secretary and directs work at the State University in Eugene, at the State College in Corvallis, and at the State Teachers College in Monmouth. The Pacific Synod co-operates in this work, as does the Board of Education.

In *Los Angeles* pastors and laymen form the Luther Associates. This organization gathers funds, co-operates with the university religious conference, and through an executive committee carries on work among students. Students and pastors representing different campuses, congregations, and Lutheran bodies coordinate their activities through the Lutheran Student Association. Several successful conferences—regional and area—have been held. Several United Lutheran pastors are active advisers of student groups. The student committee of the California Synod and the Board of Education offer such personal and financial assistance as is possible.

With the Lutheran Student Association in America

This nation-wide association, organized in 1922, with a membership of students from practically every general Lutheran body, has no official affiliation with any synod. The work of the L. S. A. A. is directed by the Lutheran Student Council of America made up of representatives from the nine geographical regions and of elected advisers. Mr. Harry, who has been annually elected by the council as one of its advisers, was in 1935 elected an adviser for life. By invitation all members of the staff have been guest speakers and leaders at various regional conferences during the past biennium. Mr. Harry helped organize and conduct the national conference or Ashram held in Oconomowoc, Wisconsin, August, 1936. All members of the staff participated in the Ashram held August, 1937, at Susquehanna University, Selinsgrove, Pa. Mr. Harry and Mr. Wickey were active participants in the Ashram held at Flathead Lake, Montana, in August, 1938.

The aims of the L. S. A. A. are as follows: On every campus: To stimulate and sustain students in using the Bible privately and in groups, in prayer, in regular church attendance, and in frequent reception of Holy Communion; to encourage students in the study and appreciation of the church's message and in loyal participation in the church's work by personal activities and gifts; to develop healthy social life and strong Christian friendships; to develop a conscious need of Christ in facing modern life and problems. To hold intercollegiate conferences in order to assist students on every campus to accomplish those purposes. To build up a national and international fellowship of Lutheran students.

The L. S. A. A. continues its annual grant-in-aid for graduate study to a student in India. It also continues to assist the National Lutheran Council in its overseas work. No fellowship in the church is doing more constructive work to bring about a better understanding of the Lutheran Church and of its present and future responsibility.

With the Student Commission of the American Lutheran Conference

Since 1935 the staff has been exploring areas of co-operation and co-ordination with the Commission in the field of service to students. A number of joint meetings have been held and general agreements have been reached. The obvious co-operative privileges are in the publishing of literature and in the counselling and encouraging of the L. S. A. A. Further opportunities for co-operative work lie in educational centers where service to Lutheran students is undeveloped.

e. Items of Interest*Publications*

The Beginnings of Work Among Lutheran Students by the Rev. Howard R. Gold, D.D., president of the board, is a valuable monograph which during the biennium has been widely distributed.

New Folders covering preparation and work of the ministry have been printed for use by the committees of synods.

Reprints of the most valuable of the folders and other materials used in former years have been furnished upon request to pastors ministering to students. Many other pastors have ordered material especially of the devotional type and have gladly paid the nominal costs.

The *Service Bulletin* was issued during the academic year 1936-37. During the past academic year its place has been taken by material germane to work with students from various sources which the board has furnished to pastors.

Work Among Alumni

College graduates are potentially the most valuable human asset of the Church. To care for students and to neglect to care for alumni and to build them into the life of the Church would be foolish. Work with alumni has gone on for many years especially through the Cornell Alumni Associations and Boston Alumni groups, which meet at least annually in several centers. There is a news service reaching them through a bulletin from the campus. Penn State has begun the same sort of news service during the biennium looking toward development of Penn State Lutheran Alumni in several centers.

Local alumni associations which include all Lutheran college graduates have been developed especially in Chicago, Milwaukee, and Los Angeles. The idea is spreading and groups are ready to organize in Berkeley, California and in Philadelphia. These groups meet several times a year to discuss problems of Christian education especially as it affects and is affected by our Church.

The Philadelphia alumni have formed a book-reading club to circulate recent books on current religious problems.

The opportunity of home-coming days is utilized by pastors and Lutheran Student Associations to keep alumni informed and interested in the work in which they had part as students. Some groups also use a news letter or a round robin.

The Board of Education has been calling special attention to the importance of work among alumni both to pastors of student groups and to pastors of our larger congregations. They are being urged to hold at least one meeting a year of their college graduates to discuss and act on problems of Christian Education in the parish and the Church especially from the point of view of college people. Several such groups have met during the biennium. The potentiality of such groups is high. College graduates have much to contribute to the local congregation and to the Church's plans for Christian Education.

The Scholarship and Loan Fund for Women

Since its beginning in 1923 the fund has assisted twenty-two young women to the amount of \$6,155. Of these seven young women have gone

into missionary work abroad and one is devoting herself to church work in this country. The grants-in-aid which they received have therefore been cancelled. Five young women have paid back their loans amounting to \$925.00. One of these young women occupies an important position in the Church. Two young women are repaying their loans. One young woman is under appointment by the Board of Foreign Missions. Other outstanding loans are not yet due. Up to the present time all recipients of grants-in-aid from this fund have complied with all requirements.

3. INFORMING THE CHURCH

To keep the Church informed of educational trends and needs, so that the membership may be aroused to a sense of the Church's educational responsibility.

a. The Season for Christian Higher Education

The four Sundays after Easter, assigned by the Church for consideration of the board's work and prayer for seminaries, colleges, universities, students, is being used by a growing number of pastors. For the season of 1938, 1,125 pastors ordered the board's literature which was offered gratis. In addition, some pastors ordered folders through their colleges. The Board of Education appreciates this excellent response and believes that the members of all parishes would like to learn more about the cause of Christian education. There is a direct relation between an uninformed people and the failure of benevolence, the terrible indebtedness on the parishes, and the indifference on the part of the people of which the pastors complain. Interest is largely dependent upon information. (See Recommendation 1.)

b. Articles and Addresses

The promotional efforts of the board are not limited to one season. During the biennium the staff delivered 1,029 addresses; formal and informal, speaking at church services, church schools, Luther Leagues, synodical conferences, synods, conventions, summer assemblies, and student conferences. Every opportunity is taken to show the integration of the work of the Board of Education with the whole program of the whole Church. In addition 143 articles were written which appeared in *The Lutheran*, *The Parish School*, *Lutheran Woman's Work*, *Luther League Review*, *News Bulletin of the National Lutheran Educational Conference*, *The American Lutheran Student*, *The Lutheran Church Quarterly*, and *Christian Education*. The staff is active in securing others to write desirable articles for various papers and journals, and in editing the same.

4. FINDING THE FACTS

To make surveys and investigate phases of education for the information of the Church and as a basis for recommendations to institutions and the Church.

Facts from Figures About Students

Statistics for Lutheran students are no more easily gathered than are statistics for Lutherans in any other category. For that reason especially valuable is *A National Survey of the Religious Preferences of Students in American Colleges and Universities, 1936-37*, made by Dr. Gould Wickey as general secretary of the Council of Church Boards of Education. The Survey is printed in full in the October, 1937, issue of the magazine, *Christian Education*. That Survey has evidence of 7,599 Lutheran students at Lutheran colleges and junior colleges including Missouri Synod institutions as over against 5,502 at other Protestant colleges. In this connection note should be made of the fact that Lutheran students are being educated in Roman Catholic institutions—567 being reported.

This Survey on students has surprised many people and upset some preconceived notions. Of the colleges and universities, 91.9% replied to the inquiries made of them. In 1,171 institutions 730,632 students out of 828,071 expressed a definite religious preference—or 88.3%! Of the others only 5.5% had no preference and the institutions had no information on 6.2%. Commenting editorially on the general figures Dr. Wickey writes: "While we do not know what percentage of the students are actually members of the churches, there is every reason to believe that a large percentage of those expressing a preference are in actual affiliation with some church. On the other hand, the fact that such a large percentage of American students do express a religious preference . . . should awaken all churches to the opportunity which the campus does offer." In the case of Lutherans it is highly probable that practically all are confirmed members of the Church. The obligation of the Church to follow her members is non-debatable.

In Lutheran Institutions. The liberal arts enrolments of October, 1937, showed at fourteen United Lutheran colleges 4,743 students. At the twelve colleges of the American Lutheran Conference similar enrolments totaled 5,392. At the United Lutheran colleges 2,002 students are Lutheran; at the American Lutheran Conference colleges 3,870 students are Lutheran. The percentage of Lutheran students in the first group is forty-two and in the second group seventy-one.

At Tax-Supported Institutions. As over against 17,394 Lutheran students reported attending Independent, Catholic, Lutheran and other Protestant colleges, there are 20,945 Lutherans reported in municipal

and state universities and colleges. This is naturally an under-estimate because 19% of the state and municipal institutions answered that they did not have the information on religious preferences of students. The point can be distinctly shown by the Lutheran students reported in tax supported institutions in various states. From Minnesota 3,900 are reported; from New York, 5. In the latter state no data on religious preferences is asked by the institutions. As a matter of interest the figures for Lutherans in the tax supported institutions of the states reporting most are listed: Wisconsin, 2,008; North Dakota, 1,890; Ohio, 1,277; Pennsylvania, 1,216; Michigan, 1,161; Iowa, 1,123; Illinois, 867; Washington, 856; Nebraska, 770; Indiana, 548.

Totals of Church Preference. Of prime importance is the number of students preferring the various churches. First is the Methodist with 156,423 students. The Roman Catholic with 122,786 comes next. After another big gap comes the Baptist with 99,219; Presbyterian with 88,473; Christian-Congregational with 48,354; Protestant Episcopal with 47,729; Lutheran with 38,339; Hebrew with 32,405. Of the total number of students covered by the Survey, the Methodists are 18.89%; the Catholic, 14.83%; the Presbyterian, 10.69%; the Lutheran, 4.61%. Dr. Wickes calls attention to the fact that these percentages are not correlated to the numerical strength of the various religious groups in the United States. In order of numbers the church groups are Roman Catholic, Baptist, Methodist, Lutheran, Hebrew, Presbyterian, Protestant Episcopal, Disciples of Christ, Eastern Orthodox, and Christian-Congregational. Instead of ranking *fourth*, the Lutheran student group ranks a poor *seventh*—4.61% against the highest per cent 18.89 Methodist.

Cultural Attitudes. So far as cultural attitudes are dependent upon higher education the Lutheran Church does not rank high. Lutherans and Hebrews (fourth and fifth in numbers) seem to give the same relative importance to higher education, as they stand seventh and eighth in numbers of reported student religious preferences.

The cultural lag in the Lutheran Church might be explained in a number of different ways: economic status, rural membership, nationalistic backgrounds and regard for the education of women. None of these seem at all a satisfying explanation when one compares the figures of Lutheran students with the baptized Lutherans of the various states. We use as our norms the figures compiled by the Rev. Edward Trail Horn III for the Lutheran World Almanac, found on page 87, Volume VIII for 1934-37. The six states (using round figures) first in baptized Lutheran membership are: Pennsylvania, 604,000; Wisconsin, 484,000; Minnesota, 483,000; Illinois, 349,000; New York, 241,000; Ohio, 240,000. By comparing the number of students with baptized membership of the Lutheran Church in these states Minnesota and Ohio have about the same index;

Wisconsin and New York; Illinois and Pennsylvania. Minnesota's ratio of students is almost twice as high as that of Pennsylvania. Obviously the inadequate reporting from a state like New York by tax supported institutions does an injustice to that state.

Comparisons and Contrasts. For the purpose of emphasis we have picked the twelve states which according to the Survey of the Council of Church Boards of Education have eleven hundred (1,100) or more Lutheran students. These students in order number Washington, 1,124; Indiana, 1,138; New York, 1,141; Nebraska, 1,316; Michigan, 1,335; North Dakota, 1,965; Iowa, 2,251; Illinois, 2,458; Wisconsin, 2,746; Ohio, 2,958; Pennsylvania, 4,185; Minnesota, 6,217. On the basis of baptized membership the Lutheran Church ranks *first* among Protestants in Pennsylvania, Wisconsin, Minnesota, Michigan, Nebraska, and North Dakota; it ranks *second* in Illinois, Ohio, Iowa; it ranks *third* in Washington; and *fourth* in New York and Indiana. No correlation is apparent on the basis of relative strength of our church in the various states.

Clearer and juster are the ratios between students and the confirmed membership of our church in the twelve states named above. In Volume VII of The Lutheran World Almanac for 1931-32 on page 383, the tables prepared by Dr. George Linn Kieffer based on the United States Census of religious bodies for 1926 give the necessary information on membership of the confirmed or those thirteen years of age and older in the various states. According to those figures (using round numbers) Pennsylvania, Wisconsin, and Minnesota stand first with 428,000—333,000, and 328,000 confirmed members. At the end of the list stand North Dakota, Indiana, Washington, with 86,000—66,000 and 17,000 confirmed members. Yet according to ratio the state of Washington stands at the top of the scale for Lutheran students. Following in order come North Dakota, Minnesota, Indiana, Iowa, Nebraska, Michigan, Illinois, Pennsylvania, Wisconsin, New York, Ohio. The actual scale ranges from .062 for Washington, .022 for North Dakota, .018 for Minnesota to .0097 for Pennsylvania, .008 for Wisconsin, .007 for New York and .0017 for Ohio. To reach the same ratio which students in the state of Washington bear to the confirmed Lutheran membership, Lutheran students in Ohio would have to be more than tripled. In Pennsylvania multiplying six times and in New York multiplying eight times would not bring the number of Lutheran students up to the ratio of the state of Washington. Even allowing for inaccuracies in the census of students, there emerges an appalling conclusion—in some states where our church is large and well established in tradition there is relatively little interest in higher education.

The incontrovertible evidence of the Survey of the Council of Church Boards of Education—an under-statement of the figures in the liberal arts schools of universities, colleges, and junior colleges—shows how

much the Church is depending upon the State to give higher education to our students. The least the Church can do is to follow these student members wherever they are and to give a mandate to congregations and pastors. In 250 educational centers the United Lutheran Church has at least one congregation where students may worship and have pastoral care. Other Lutheran bodies have congregations in many additional educational centers; at least 155 pastors of other Lutheran bodies are ministering to students. In such congregations the Church has an unrivaled opportunity to make its influence felt. The lack of a congregation at a university center or the presence of a pastor who cannot meet the intellectual and spiritual needs of students, will inevitably weaken a synod and to that extent retard the growth of our church.

5. ADMINISTERING THE WORK

To direct the educational program of the Church economically, efficiently, and effectively.

a. Personnel of the Board

The following constituted the officers and membership of the board for the biennium:

Officers:

President—Rev. H. R. Gold, D.D.
 Vice-President—Rev. H. H. Bagger, D.D.
 Secretary—Rev. Gould Wickey, Ph.D., D.D.
 Treasurer—Thomas P. Hickman.

Staff:

Executive Secretary—Rev. Gould Wickey, Ph.D., D.D.
 Secretaries—Mary E. Markley, Litt.D.
 Rev. C. P. Harry, D.D.
 Mildred E. Winston, A.M.

Members:

Terms expiring 1938—Rev. G. M. Diffenderfer, D.D., Howard S. Bechtolt, L. C. Hassinger, Rev. Paul Krauss, D.D., Ralph D. Owen, Ph.D., Ed.D., Rev. W. H. Traub, D.D., LL.D., Rev. A. R. Wentz, Ph.D., D.D.
 Terms expiring 1940—Rev. H. H. Bagger, D.D., Adelaide LeS. Burge, Rev. E. C. Herman, D.D., Flora Prince, Charles Steele, Rev. M. L. Stirewalt, D.D., Rev. A. A. Zinck, D.D., S.T.D.
 Terms expiring 1942—O. F. H. Bert, Sc.D., Rev. Stanley Billheimer, D.D., Rev. H. J. Black, D.D., Rev. F. K. Fretz, Ph.D., D.D., Rev. H. R. Gold, D.D., Frederick Henrich, R. J. Seeger, Ph.D.

Advisory Members:

The Rev. F. H. Knubel, D.D., LL.D.—Ex-officio president, The United Lutheran Church in America.

Miss Nona Diehl and Mrs. Merle Cain—Representing the Women's Missionary Society of the United Lutheran Church.

The Board of Education expresses its deep appreciation for the services rendered by the Rev. G. M. Diffenderfer, D.D., the Rev. Paul H. Krauss, D.D., and Professor Ralph D. Owen, Ph.D., Ed.D., who served for two consecutive terms and are not eligible to re-election. The Church cannot adequately express its thanks to both clergy and laity who give of their time and talent freely for the sake of the work of the Kingdom.

b. Nominations of the Board

The nominations of the board for the terms which expire at this convention are the following:

Clergy	Residence	Synod	Occupation
Rev. J. L. Deaton, D.D.	Baltimore, Md.	Maryland	Ministry
Rev. A. O. Frank, D.D.	York, Pa.	Central of Pa.	Ministry
Rev. C. F. Koch, D.D.	Richmond, Ind.	Indiana	Ministry
Rev. M. L. Koolen, D.D.	Lincoln, Neb.	Midwest	Ministry
Rev. D. F. Putman, D.D.	Gettysburg, Pa.	Central of Pa.	Ministry
Rev. C. J. Rockey, D.D.	Detroit, Mich.	Michigan	Ministry
Rev. W. H. Traub, D.D.*	Omaha, Neb.	Nebraska	Ministry
Rev. A. R. Wentz, Ph.D.*	Gettysburg, Pa.	Maryland	Ministry
Lay			
J. L. Almond, Jr., Esq.	Roanoke, Va.	Virginia	Law
H. S. Bechtolt*	Chicago, Ill.	Illinois	Education
Charles Bergesen	Philadelphia, Pa.	Min. of Penna.	Business
L. C. Hassinger*	Bristol, Va.	Virginia	Business
Carl Schulz	Chicago, Ill.	Illinois	Business
J. Conrad Seegers, Ph.D.	Philadelphia, Pa.	Central of Pa.	Education

* Renominations.

c. Finances of the Board

During the biennium through the apportioned benevolence, the board received \$176,400, which is \$12,220 more than the sum received during the previous biennium, 1934-36, but \$18,924 less than the sum received during the period 1919-1921. Since most seminaries, colleges, and student centers are vitally dependent upon the financial assistance given by this board, it is plainly evident that their status and service is determined by the gifts of the Church to the cause of Christian higher education.

About 70% of the board's expenditures are in the form of grants-in-aid to institutions and student centers. During the biennium all the expenditures were distributed as follows: Administration, 5.5%, Promotion and Research, 8.4%, Student Work 27.9%, and Institutions 58.2%. Lack of adequate income is a hindrance to administrative efficiency and to larger progress in the service rendered in student work and to the colleges and seminaries. (See Recommendation 1.)

III. LUTHERAN HIGHER EDUCATION THROUGH THE FUTURE

The Lutheran Church is founded on Jesus Christ, the incarnate Word of God. Her faith, her theology, and her life are Christ-centered. Loyalty to that Word and His Name will determine the strength and power of our Church.

I. Guiding Principles

Christian in philosophy. The faith of the Church will condition the philosophy of the Church. The Christian philosophy of life includes both how to think and what to think. Christian education is more than a program of methodology; there is a body of knowledge which must be conveyed. There is a Christian view of the world: God is active in the universe fulfilling a divine plan. There is a Christian view of man: his inherent sin is acknowledged but he is judged in terms of what he may become when brought under the influence of Christ. There is a Christian view of society: only as individual units within society become changed will society be effectively changed. This philosophy of life must be woven into the warp and woof of the Church's educational program. It is not enough to criticize pagan philosophies. The Church must effectively present her own philosophy.

Personal in purpose. In contrast to the changing goals of secular education, the Lutheran Church believes the individual, child or adult, must be brought into contact with Christ through faith. This requires the response of the individual in all experiences throughout life to Jesus Christ. The development of the intellect cannot be the chief concern of education. The complete realization of personality through faith in Jesus Christ is the objective of Christian higher education.

Individual in method. Much of the mess in education is due to the attempt at mass education. Individual differences must be recognized in both student and teacher. Christian education refuses to be formalized so that the individual is forgotten.

Inclusive in students. Christianity is not conditioned by nationality, race, class, and sex. The universal command, "into all the world," has more than an evangelistic application. Education, teaching, is a prominent part of the program. Christian education must give consideration to the great mass of adults as well as to children. While the Church will offer her educational program to all peoples, she will be selective in seeking to train a leadership adequate for her tasks and responsibilities.

Comprehensive in program. The task of the Church is not to preserve the past. Preserved things are generally dead. While the Church conserves the values of the past, she is charged to deliver her message to the present,—everywhere and under all conditions. Her philosophy, her purpose, her method, her students,—all require a comprehensive program beyond that offered by secular education.

Adequate in support. Religious liberty is purchased at the price required to build a system of education equal in efficiency and more complete in program than that offered by secular education. Throughout the history of the Church it cost much to maintain Christian schools. It will cost much more to establish and maintain an educational system capable

of answering the challenge of a hostile world and responding to the command of a divine Lord.

2. Parts of a Program

Principles and ideas must be bathed in a bath of application, says an American philosopher. The field of this report allows for the presentation of only parts of a program to which the United Lutheran Church in America should give serious consideration.

Theological education more closely related to the needs of the whole Church. Theological seminaries prepare ministers for the whole Church and not for any one section of it only. A united church cannot be accomplished by divisive theological factors and competing seminaries. Curricula and methods must meet the demands of the age if the ministry is to be effective. Too long has the Church neglected to provide adequate training of teachers, editors, foreign missionaries, home missionaries, pastors in the rural parish, and workers, lay and clerical, in the field of social missions. (See Recommendation 2.)

College education more closely integrated with the life of the Church. The purpose of the college program should be in harmony with the life and work of the Church. Faculty members will be active in local parishes. Teachers will be alert to present and defend the interests of the Church. Certain departments should be called upon to make special research of value to the Church and to render special service in the life and work of the Church. Mention may be made of such departments as social science, education, dramatic art, and music. (See Recommendation 4.)

Students more effectively served. Student work calls for more and better leaders and more adequate equipment. Lutheran students are attracted by the better equipment of other churches. In one great state university Lutheran students were chairmen of the Methodist and Presbyterian student clubs.

Creative writing encouraged. In the faculties of the seminaries and colleges and among the pastors and church leaders are men and women who should be encouraged and assisted in writing much needed books, such as a Christian philosophy of life, a new apologetics and dogmatics, a history of Lutheran world-wide missions, and the Church and the State.

Adequate financial support assured. For new buildings, increase in permanent funds, and payment of indebtedness, the seminaries and colleges need \$10,000,000. The scholastic rating of the seminaries and colleges has been hindered and in cases is today endangered by lack of financial support. To assist financially in the necessary building programs of par-

ishes doing student work, and in offering more personal counselling to students, \$50,000 additional per year should be available.

To carry on this work the Church allots to the Board of Education 9% of the apportioned benevolence. In 1920 it was 12%. To reduce expenditures in higher education is not a foresighted policy. Through a period of seventeen years the whole cause of education received through the unapportioned benevolence only 17.6%. If the apportioned and the unapportioned benevolence were combined, the cause of Christian education would receive about 14%. One Lutheran Church body gives 25% of its benevolence to education. The question arises: Is the United Lutheran Church in America fully conscious of its responsibility in the field of Christian higher education? *If Lutheran higher education is to be effective through the future, a much larger financial support must be assured.*

3. Recommendations

Gratefully acknowledging the help and guidance of the great Head of the Church, we submit the following recommendations for prayerful consideration:

The Necessity of Christian Higher Education

(1) That the United Lutheran Church in America call upon its pastors to keep the cause of Christian higher education ever before the membership of the Church as a vital integrating factor in the whole program of the whole Church.

The Church's Arrangements for the Training of Ministers and Teachers

(2) That the United Lutheran Church in America direct the Board of Education to review the 1932 program on the Church's arrangements for the training of ministers and teachers and consider ways and means of having all the Church's theological seminaries accredited by the American Association of Theological Schools, either by strengthening or merging institutions.

Men for the Ministry

(3) That synodical committees on Men for the Ministry be directed to give attention to the personal qualifications and education of men for the ministry rather than to the financial needs and subsidy.

The Service of Colleges to the Church

(4) That the United Lutheran Church in America call upon the synods to consider procedures by which the colleges may more constructively and co-operatively serve the Church in the field of higher education.

HOWARD R. GOLD, President.

GOULD WICKEY, Secretary.

IV. REPORT OF THE TREASURER OF THE BOARD OF EDUCATION

RECEIPTS AND DISBURSEMENTS

GENERAL FUND

July 1, 1936 to June 30, 1937

Cash in General Fund—July 1, 1936 \$ 13,562.44

RECEIPTS

Apportionment, United Lutheran Church in America	\$85,500.00	
Contributions:		
Women's Missionary Society	\$2,250.00	
Augustana Synod	1,200.00	
Ministerium of Penna., West Chester....	50.00	
Miscellaneous Parishes	207.50	
Special Contributions:		
United Lutheran Publication House	9,562.27	
From Friends	1,739.30	
		15,009.07
Refunds		70.24
		<u>100,579.31</u>
		<u>\$114,141.75</u>

DISBURSEMENTS

Seminaries and Colleges—Regular	\$48,450.00
Seminaries and Colleges—Special Seminaries ..	1,001.00
Seminaries and Colleges—Special Colleges	221.50
Student Centers	13,341.14
Salaries—Secretaries	12,125.00
Salaries—Stenographers	1,639.25
Service	132.36
Travel—Secretaries	3,543.46
Board Members	758.72
Others	55.89
Rent—Office	1,200.00
House	1,200.00
Furniture and Fixtures	157.18
Supplies and Stationery	260.09
Telephone and Telegraph	299.46
Postage and Mailing	367.72
Printing and Publications	3,088.04
“Going to College”	1,231.55
Auditing	188.50
Books and Magazines	50.19
Dues and Fees	549.00
Insurance	28.80
	<u>89,888.85</u>
Cash in General Fund—June 30, 1937	<u>\$ 24,252.90</u>

RECEIPTS AND DISBURSEMENTS
OTHER FUNDS—INCOME ACCOUNTS
July 1, 1936 to June 30, 1937

	Annuity Fund	Endowment Fund	Permanent Ministerial Education Fund	Scholar- ship and Loan Fund for Women
Balance—July 1, 1936			\$ 73.14	\$ 706.10
Contributions			399.00	185.00
Income on Securities	\$2,911.02	\$108.12	312.50	246.87
Repayment of Loans				55.00
Transfers	1,232.93			
Totals	\$4,143.95	\$108.12	\$ 784.64	\$1,192.97
Paid to Annuitants	\$4,142.30			
Paid to Students			\$1,061.00	\$ 685.00
Transfers		\$107.40		
Accrued Interest and Charges on Security Purchases	1.65	.72	14.63	.09
Totals	\$4,143.95	\$108.12	\$1,075.63	\$ 685.09
Balance—June 30, 1937			\$290.99*	\$ 507.88

* Represents Deficit

ANALYSIS OF FUNDS
July 1, 1936 to June 30, 1937

	General Fund	Annuity Fund	Endowment Fund	Permanent Ministerial Education Fund	Scholar- ship and Loan Fund for Women
Balance—July 1, 1936	\$13,562.44	\$63,494.89	\$6,868.67	\$13,322.55	\$7,193.60
Receipts	100,579.31	4,341.79	108.12	824.07	486.87
Disbursements	\$114,141.75	\$67,836.68	\$6,976.79	\$14,146.62	\$7,680.47
Balance—June 30, 1937....	\$9,888.85	4,174.16	108.12	1,075.63	685.09
Balance—June 30, 1937....	\$24,252.90	\$63,662.52	\$6,868.67	\$13,070.99	\$6,995.38

RECEIPTS AND DISBURSEMENTS—GENERAL FUND
July 1, 1937 to June 30, 1938

Cash in General Fund, July 1, 1937 \$ 24,252.90

RECEIPTS

Apportionment, United Lutheran Church in America	\$90,900.00
Contributions:	
Women's Missionary Society	\$2,250.00
Augustana Synod	500.00
New York Synod	100.00
Slovak Zion Synod	50.00
Miscellaneous Parishes	109.00
From Friends	1,009.50
	4,018.50
Other Receipts:	
Refunds	\$ 62.03

Sale of "Going to College"	11.99	
Lutheran Student Association	26.41	
Lutheran Survey	16.00	
		116.43
		<u>95,034.93</u>
Total Receipts		<u>\$119,287.83</u>

DISBURSEMENTS

Grants in Aid to Colleges	\$32,890.00	
Special Contributions to Colleges	3,012.90	
Grants in Aid to Seminaries	19,200.00	
Special Contributions to Seminaries	3,582.27	
Bi-Lingual Training	600.00	
Grants in Aid to Student Centers	15,020.80	
Financial Advisory Service	207.04	
Salaries, Secretaries	12,400.00	
Salaries, Stenographers	1,886.12	
Service, Office Equipment	177.30	
Travel, Secretaries	3,895.65	
Travel, Board Members	1,014.80	
Travel, Others	53.00	
Rent, Office	1,233.00	
Rent, Home	1,200.00	
Furniture and Fixtures	499.00	
Supplies and Stationery	625.32	
Telephone and Telegraph	274.88	
Postage and Mailing	858.70	
Printing and Publications	3,037.63	
Magazines and Books	307.16	
Auditing	186.00	
Insurance	180.40	
Dues and Fees	636.93	
		<u>102,978.90</u>
Total Disbursements		<u>102,978.90</u>
Cash in General Fund, June 30, 1938		<u>\$ 16,308.93</u>

RECEIPTS AND DISBURSEMENTS
OTHER FUNDS—INCOME ACCOUNTS

July 1, 1937 to June 30, 1938

	Annuity Fund	Endowment Fund	Permanent Ministerial Education Fund	Scholar- ship and Loan Fund for Women
Balance—July 1, 1937			\$290.99*	\$ 507.88
Receipts:				
Contributions			294.33	280.00
Income on Securities	\$3,140.64	\$166.47	688.98	378.55
Repayment of LOBNS				295.00
Transfers	995.25			
Totals	<u>\$4,135.89</u>	<u>\$166.47</u>	<u>\$692.32</u>	<u>\$1,461.43</u>

Payments:				
Paid to Annuitants	\$4,134.24			
Paid to Students			\$813.05	\$ 600.00
Transfers		\$166.14		
Charges on Security				
Purchases	1.65	.33	.35	.19
Totals	\$4,135.89	\$166.47	\$813.40	\$600.19
Balance—June 30, 1938			\$121.08*	\$861.24

* Represents Deficit.

RECEIPTS AND DISBURSEMENTS BY FUNDS

July 1, 1937 to June 30, 1938

	General Fund	Annuity Fund	Endowment Fund	Permanent Ministerial Education Fund	Scholar- ship and Loan Fund for Women
Balance—July 1, 1937.	\$ 24,252.90	\$63,662.52	\$ 6,686.67	\$13,070.99	\$6,995.38
Receipts	95,034.93	3,581.98	171.47	1,033.31	953.55
	\$119,287.83	\$67,244.50	\$7,040.14	\$14,104.30	\$7,948.93
Disbursements	102,978.90	4,135.89	172.87	813.40	600.19
Balance—June 30, 1938....	\$16,308.93	\$63,108.61	\$ 6,867.27	\$13,290.90	\$7,348.74

GRANTS IN AID TO STUDENT CENTERS

July 1, 1936 to June 30, 1938

	1936-37	1937-38
University of California ...	\$ 600.00	\$ 600.00
University of Colorado . . .	100.00	50.00
University of Illinois	800.00	800.00
Metropolitan Chicago	750.00	1,540.00
Purdue University	150.00	160.00
University of Iowa	450.00	133.33
University of Michigan	550.00	575.00
University of Kansas	50.00	
Nebraska Intersynodical Committee	200.00	200.00
Grace Church	100.00	
Boston Metropolitan Area	2,500.00	2,374.98
New York City Metropolitan Area	412.53	849.38
Duke University	400.00	
Duke University and University of North Carolina State College, North Carolina	250.00	450.00
Syracuse University		250.00
Ohio Synod	425.00	600.00
Metropolitan, Philadelphia	2,500.00	425.00
Pennsylvania State College	500.00	2,499.96
West Chester State Teachers College	466.61	600.00
Clemson College, South Carolina	150.00	166.00
Winthrop College, South Carolina	225.00	187.50
Virginia Polytechnic Institute	100.00	25.00
University of Washington	250.00	250.00
University of West Virginia	200.00	200.00
University of Wisconsin	500.00	1,500.00

Special Points	712.00	
District of Columbia		75.00
Ernest Habig, Traveling		30.90
Oregon		225.00
Maryland		14.00
Kansas		50.00
Minneapolis		100.00
Student Conferences		55.00
East St. Louis		25.00
Princeton		9.75
Total Grants to Student Centers	\$13,341.14	\$15,020.80

GRANTS AND SPECIAL CONTRIBUTIONS TO COLLEGES
and SEMINARIES

July 1, 1936 to June 30, 1938

	Grants	1936-37 Special Contributions	Total
Colleges:			
Carthage	\$ 4,000.00		\$ 4,000.00
Hartwick	750.00		750.00
Lenoir Rhyne	2,400.00		2,400.00
Midland	8,400.00		8,400.00
Marion	600.00		600.00
Newberry	4,500.00		4,500.00
Roanoke	1,800.00		1,800.00
Susquehanna	1,800.00		1,800.00
Thiel	4,000.00		4,000.00
Wagner	1,500.00		1,500.00
	\$29,750.00		\$29,750.00
Seminaries:			
Chicago	\$ 2,400.00		\$ 2,400.00
Southern	3,500.00		3,500.00
Saskatoon	7,800.00	\$1,000.00	8,800.00
Waterloo	5,000.00		5,000.00
Mt Airy		1.00	1.00
	\$18,700.00	\$1,001.00	\$19,701.00
	\$48,450.00	\$1,001.00	\$49,451.00
Colleges:		1937-38	
Carthage	\$ 4,000.00	\$1,012.90	\$ 5,012.90
Gettysburg	480.00		480.00
Hartwick	750.00		750.00
Lenoir Rhyne	2,700.00		2,700.00
Midland	8,400.00	2,000.00	10,400.00
Marion	600.00		600.00
Muhlenberg	480.00		480.00
Newberry	4,800.00		4,800.00
Roanoke	1,800.00		1,800.00
Susquehanna	2,100.00		2,100.00

Thiel	4,500.00		4,500.00
Wagner	1,800.00		1,800.00
Wittenberg	480.00		480.00
	<u>\$32,890.00</u>	<u>\$3,012.90</u>	<u>\$35,902.90</u>
Seminaries:			
Chicago	\$ 2,700.00		\$ 2,700.00
Southern	3,600.00		3,600.00
Saskatoon	7,800.00	\$3,020.00	10,820.00
Waterloo	5,100.00	562.27	5,662.27
	<u>\$19,200.00</u>	<u>\$3,582.27</u>	<u>\$22,782.27</u>
	<u>\$52,090.00</u>	<u>\$6,595.17</u>	<u>\$58,685.17</u>

SALARIES OF SECRETARIES AND RENT ALLOWANCES

July 1, 1936 to June 30, 1938

	1936-37	1937-38
Gould Wickey	\$ 3,900.00	\$ 3,900.00
Mary E. Markley	3,000.00	3,000.00
C. P. Harry	3,000.00	3,000.00
Mildred E. Winston	2,225.00	2,500.00
Gould Wickey Rent	1,200.00	1,200.00
	<u>\$13,325.00</u>	<u>\$13,600.00</u>
Salaries as Shown	\$12,125.00	\$12,400.00
Rent	1,200.00	1,200.00
	<u>\$13,325.00</u>	<u>\$13,600.00</u>

BALANCE SHEET

June 30, 1938

ASSETS

Cash in Banks:		
General Accounts	\$12,667.85	
Office Accounts	1,000.00	
		<u>\$ 13,667.85</u>
Stocks, Bonds, Notes and Other Investments at Ledger		
Values		93,256.60*
Office Furniture and Equipment		2,069.99
		<u>\$108,994.44</u>
Total Assets		
FUNDS		
General Fund		\$ 18,378.92
Annuity Fund		63,108.61
Endowment Fund		6,867.27

Permanent Ministerial Education Fund	13,290.90
Scholarship and Loan Fund for Women	7,348.74
Total Funds	\$108,994.44

* Market Value June 30, 1938, \$74,802.86.

INVESTMENTS
June 30, 1938
ANNUITY FUND

Par Value	Book Value	Market Value June 30, 1938
\$4,800 Altoona and Logan Valley Electric Railway 4s due 1954	\$ 4,800.00	\$ 3,408.00
1,000 Associated Gas and Electric Company, 5½s due 1973	1,000.00	635.00
2,000 Atchison, Topeka and Santa Fe, 4s due 1995	2,036.83	2,055.00
2,000 Baltimore and Ohio Railroad, 5s due 1948....	1,975.00	870.00
4,000 Baltimore and Ohio Railroad, 5s due 1950....	4,055.00	1,200.00
6,500 Bell Telephone Co. of Pennsylvania, 5s due 1948	6,395.00	7,629.37
1,000 Burlington Realty Trust (Boston Parcel Post Station)	980.00	90.00
3,000 Georgia Power Company, 5s due 1967.....	2,943.75	2,752.50
2,000 Lackawanna and Wyoming Valley Railroad Company, 5s due 1951	1,935.00	300.00
1,000 Minnesota Power and Light Co., 5s due 1955	1,000.00	1,020.00
5,000 National Dairy Products, 3¾s due 1951.....	5,182.52	5,112.50
3,000 Oregon Washington Railroad, 4s due 1961 ..	2,909.00	2,970.00
1,000 Potomac Edison, 5s due 1956	1,055.21	1,070.00
2,000 Pennsylvania Railroad, 4¼s due 1981	2,075.30	1,780.00
2,000 Pennsylvania Railroad, 4¼s due 1984	1,955.00	1,772.50
4,500 Pacific Gas and Electric, 4s due 1964	4,699.43	4,961.25
3,500 Philadelphia Elec. Power Co., 5½s, due 1972	3,631.25	3,920.00
3,000 Southern Railroad, 5s due 1994.....	3,202.50	1,950.00
4,000 United Post Offices Corporation, Certificates of Deposit	4,000.00	800.00
5,000 United States Treasury, 2½s due 1936-53	5,003.12	5,096.87
500 United States Treasury, 2¾s due 1956-59	513.75	514.06
Total Bonds	\$61,347.66	\$49,907.05
Shares Stocks		
32 Altoona and Logan Valley Railroad, common	\$ 320.00	\$ 960.00
15 District Building and Loan Association Shares	3,000.00	3,000.00
5 Eastern Building and Loan Association Shares	1,000.00	1,000.00
13 Western Union Telegraph Company	1,560.00	378.63
Total Other Investments	\$ 5,880.00	\$ 5,338.63
Total Annuity Fund Investments	\$67,227.66	\$55,245.68

INVESTMENTS

June 30, 1938

SCHOLARSHIP AND LOAN FUND FOR WOMEN

Par Value	Book Market Value	
	Value	June 30, 1938
\$ 500 Associated Gas and Elec. Co., 5½s due 1973	\$ 500.00	\$ 317.50
1,000 Lackawanna and Wyoming Valley Railroad 5s due 1951	967.50	150.00
3,000 Westmoreland Water Co., 5s due 1952.....	2,970.00	3,030.00
1,000 United Biscuit Co., 5s due 1950	1,056.40	1,060.00
1,000 United States Treasury Note, 3s due 1946-48	1,034.53	1,077.81
Total Scholarship and Loan Investment	\$ 6,528.43	\$ 5,635.31

PERMANENT MINISTERIAL EDUCATION FUND

\$1,000 Chelsea Hotel Company, 6s due 1945....	\$ 1,000.00	\$ 180.00
1,000 Illinois Post Office Building, Chicago, Ill., Certificate of Deposit, 5½s due 1932	1,000.00	20.00
2,000 Lackawanna and Wyoming Valley Railroad, 5s due 1951	1,935.00	300.00
500 Pacific Gas and Electric, 4s due 1964.....	538.82	551.25
1,000 Philadelphia Electric Power Company, 5½s due 1972	1,022.50	1,120.00
1,000 Southern Railroad, 5s due 1994	1,067.50	650.00
4,000 Washington Gas and Light General Mort- gage, 5s due 1960	4,283.75	4,650.00
1,000 United States Treasury, 2½s due 1936-53..	1,000.63	1,019.37
1,000 United States Treasury, 3¼s due 1946..	1,000.00	1,097.50
Total Permanent Ministerial Education Fund Investments	\$12,848.20	\$ 9,588.12

ENDOWMENT FUND

\$1,000 United Biscuit Co., 5s due 1950.....	\$ 1,072.75	\$ 1,060.00
2,059.34 Franklin National Bank Impounded Funds	2,059.34	*
1,000 New York Central Railroad, 3¾ due 1946	982.71	725.00
500 United States Treasury, 3¼s due 1946 .	537.51	548.75
Shares		
10 Eastern Building and Loan Association..	2,000.00	2,000.00
Total Endowment Fund Investments.	\$ 6,652.31	\$ 4,333.75

Respectfully submitted,

* Not Ascertainable

THOMAS P. HICKMAN, Treasurer.

We have audited the books of account of the Treasurer and examined the securities of the Board of Education of The United Lutheran Church in America for the biennium beginning July 1, 1936, and ending June 30, 1938, and we hereby certify that, in our opinion, the foregoing statements of Cash Receipts and Disbursements for the years ending June 30, 1937 and June 30, 1938, the Balance Sheet as of June 30, 1938, and pertinent schedules, are in accordance with the books of account and are true and correct.

TAIT, WELLER AND BAKER,
Accountants and Auditors.

Supplemental Material

Author's Name
Journal Name
Year

Table 1. Summary of Key Findings

Category	Item 1	Item 2	Item 3
Section A
Section B
Section C
Section D
Section E
Section F
Section G
Section H
Section I
Section J

Table 2. Detailed Data Points

Table 2 contains detailed data points for the first set of experiments, including parameters such as temperature, pressure, and reaction time.

The second set of experiments shows a significant increase in the rate of reaction when the concentration of the reactants is doubled.

These results are consistent with the theoretical predictions based on the collision theory of chemical reactions.

The overall findings suggest that the reaction is first-order with respect to the concentration of the reactants.



Indiana School of Religion Bulletin

Vol. 8

Bloomington, Indiana, January, 1939

Number 1

Additional Property

On the inside of this bulletin, Indiana School of Religion properties at the southwest corner of the University in Bloomington are described. On December 22, 1938, the grounds were increased fifty per cent by the purchase of a large adjacent area.

Basic Facts

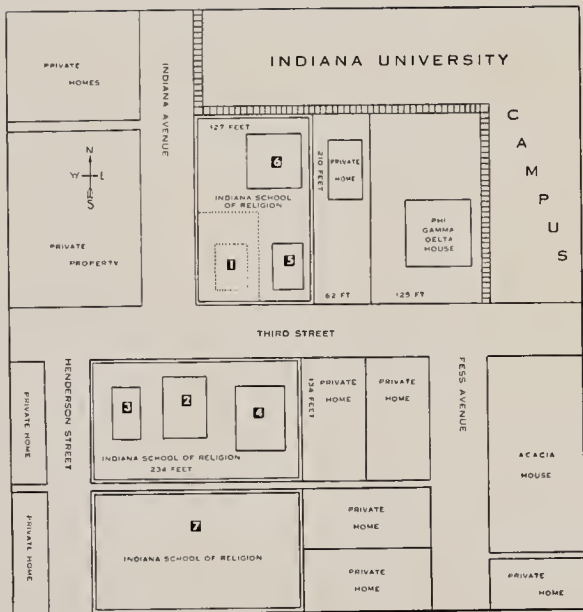
The purpose statement in the charter of Indiana School of Religion reads: "To offer Biblical and religious instruction to and promote the religious education of students attending colleges, universities and other schools in the state of Indiana." This is an issue of basic concern to every citizen of Indiana. Let us examine the facts.

FIRST FACT. Religion is our most necessary and valuable social force. Religion and character are inseparable. The character-great souls are rooted in religion. The trouble and pain we cause each other in this world are character defects. They who have thought through to some deep convictions concerning God and have built their foundations on the solid rock of His purposes, are the stabilizing forces that restrain the people of the earth from mutual destruction.

SECOND FACT. As the thirty-three thousand students now in Indiana colleges, and their successors, think and act, so will the state think and act. They will be our lawyers, legislators, office holders, doctors, editors, engineers, trained farmers, ministers, experts in finance, commerce and business, the teachers of our children. By sending them to college we appoint them our leaders and trust more to them than all others. If they return to us with those attitudes to life and those ideals of conduct which religion alone can produce, it will be well with our future. If they fail us, we are lost.

THIRD FACT. More than twenty-five thousand Indiana college students annually have no Biblical and religious instruction. They are being educated with religion omitted. Their intellectual inheritance is being transmitted to them with religion excluded. They are learning what the world has thought and wrought up to their day in everything except religion. They are seeing a new heaven and a new earth, but in it there is no church, no Bible, no religion, no God. Class room study and intellectual accomplishment are required in other fields for graduation, but not in the literature, institutions, history, thinking and creations of religion. All students in all colleges should offer credits in Biblical and religious courses for graduation. There is no true education without them. No view of the world is complete nor can its other factors be understood without religion. Intelligent religion and character are inter-dependent. If college graduates are to have religious convictions, they must be built on foundations sufficiently deep and wide to support the superstructure of their larger intellectual temple.

FOURTH FACT. Few have thought through the above facts. Our providences for meeting the issues are alarmingly inadequate. **LET US AWAKE!**



After Twenty-Three Years

Indiana School of Religion has added a large area of ground to its holdings at the southwest corner of the University campus in Bloomington. It is the property numbered seven (7) on the plat above. It has a two-lot frontage on Henderson Street and extends east and west the full length of the three properties of the School south of Third Street. For nearly fifty years it was the home of the late Fred Fess and wife. Since purchasing its first property adjacent to this plot twenty-three years ago, it has been the hope of the directors to acquire this large addition.

Number one (1) was secured September 15, 1914, and occupied as a combined Dean's residence, classroom and library. The building and all its contents were destroyed by fire on December 26, 1914, and number two (2) was purchased August 18, 1915, and used for all the purposes of the school. Afterwards it was designated Wharton Hall and used as a residence for men students. Number three (3) was acquired October 19, 1918, set apart for student residence and named Bethany Hall. Number four (4), bought January 29, 1920, is used as Dean's residence and office. It is conducted as an "Open Home for Students." January 1, 1921, numbers five (5) and six (6) were



Indiana School of Religion

This photograph was taken from the university campus looking south along the east side of Indiana Avenue across Third Street. The vacant ground in the center is numbered one on the plat, the first property purchased. The closets building and the bungalow beyond are numbered six and five. These three, one, six and five, constitute a total corner plot 127 by 210 feet. The three white houses beyond in the back of the picture, numbered two, three and four on the plat, are divided from one, six and five by Third Street. They cover a ground area of 134 by 234 feet. The newly purchased Fess property, number seven, lies adjacent to and south of two, three and four, and is approximately the area of all three combined.

Since the above picture was taken, the house on number three has been razed and a building erected on number one with a lease contract providing for termination and removal when the ground is needed for a School of Religion Hall.

added. Five is used as a residence and six was opened as School of Religion Hall with offices, classrooms, library and chapel. The newly purchased number seven (7) adds fifty per cent to the grounds of the School and will be used for the present as open campus. A superintendent of the buildings and grounds will occupy the small cottage on the northwest corner. The holdings now total two acres.

The building program of the School contemplates an adequate School of Religion Hall to occupy the corner numbered one, five and six, an Apartment Hall for professors on two and three and a modern well equipped Student Residence Hall on the newly acquired number seven. Mr. A. F. Wickes, Advisory Architect of Indianapolis, has made a survey of the grounds preparatory to developing plans for buildings. No drive or campaign for funds for enlarged maintenance, endowment or buildings is contemplated, but these opportunities for benevolent investment and productive giving will be made known to any who have the interest and capacity to participate.

After Thirty Years

Saturday, October 1, was the thirtieth anniversary of my participation in efforts to offer Biblical and religious instruction to and promote the religious education of students attending colleges, universities and other schools in the state of Indiana. Previous to coming to Bloomington I had spent three years in New York in graduate study at Columbia University and Union Theological Seminary, giving special attention to this problem of religious instruction in American colleges and universities. Before going to New York I had been a participant in the development of the Bible College at the University of Missouri. Indiana School of Religion was formed and has been conducted with constant information of whatever was being attempted at all other state universities. For fifteen years I was a member of the University Committee of the Council of Church Boards of Education. This is the national inter-denominational committee in this field. At its meetings all this type of work being carried on is reported and studied. As a member of the committee I visited practically every state university campus in America and made reports on the religious work being conducted. In this way Indiana School of Religion has had the advantage of nation-wide experience in forming its own program.

Now, after thirty years, it is perfectly clear what should be done. After thirty years the very great importance of an effective solution of this problem is unquestionable.

There are three basic elements in the situation; inter-denominational co-operation, co-operation with the University and sufficient funds for adequate building and support. Here at Indiana University a large and wisely planned School of Religion Hall would be a provision in the field of religion on a par with what the state has erected for physics, biology, chemistry, commerce, social science, music, administration, etc. Such a building for the religious instruction and activities of the campus would raise religion to the dignity given other departments in the University by the state. Public funds have made possible the magnificent buildings of the University and generous support. Religion must depend on private benevolence. With an adequate School of Religion building here, a sufficient endowment should be secured to conduct the School on the same high academic level as the University.

After thirty years, the basic importance and unparalleled opportunities for a School of Religion here are more clearly evident than ever before. After thirty years, there is no doubt about how the work could be conducted so as to meet fully the religious needs of a great university. Inter-denominational co-operation can be secured, full co-operation with the University can be arranged. There is one thing lacking—sufficient giving by those who believe in religion to enable the School to have a building suitable for its work and to have funds with which to employ a faculty. During the thirty years the School has attempted to bring these facts before the people of the State and to carry on as much work as was made possible by the resources available. It now awaits sufficient prophetic giving to realize its larger purposes.

JOSEPH C. TODD, Dean.

Indiana School of Religion,
618 East Third Street,
Bloomington, Indiana,
October 6, 1938.

The Christian College.

Shirley Anderson



AMERICA NEEDS THE CHRISTIAN COLLEGE

By

PAUL SWAIN HAVENS, B. Litt. (Oxon.), LL.D

President of Wilson College

TWO GENERATIONS ago we would not have argued whether or not there was a need for the Christian college. Indeed the question might have seemed presumptuous, for at that time most of our colleges and universities were avowedly Christian institutions. They had been founded by clergymen and laymen with strong religious convictions, and were committed to the advancement of the Christian ideal of edu-

cation. Higher learning, in the main, was the responsibility of the church. Its support in large measure came from churchmen. Few questioned the stamp of Christianity on the achievement of the scholar.

But in the last fifty years far-reaching changes have taken place. Tax-supported institutions, which by their charters are prohibited from a religious connection, have increased remarkably in number, size, and influence.¹ Other institutions of higher learning, undenominational in character and without religious affiliation, have come into being. Centers that once were connected with a Christian church have severed that relationship. Add to this rapid secularization of higher education in America the growth of anti-religious movements throughout the world, and we see clearly that Christian education is facing the possibility of ultimate eclipse.

In this situation, the seriousness of which no thinking person can deny, everyone has the right to ask of the Christian college: "What is your special function in the world today? Just where are you going, and what course have you set for yourself?" In a day when the value of education in a Christian atmosphere is being doubted, these questions must be squarely faced and frankly answered.

We must remember, first of all, that our Christian colleges were founded by men and women who believed devoutly that Christ could not ultimately triumph where ignorance reigned. The educational

¹ For example, the number of tax-supported colleges and universities in the United States increased from 86 in 1900 to 285 in 1934; at the same time the undergraduate enrollment in these public institutions of higher education grew from 48,907 to 458,653, an increase of almost tenfold in 34 years.

philosophy which shaped these colleges stemmed from the Renaissance ideal of the development of the whole man—the spiritual, the intellectual, and the physical man. This proposition is based on the assumption that the individual, well equipped to know his own powers, fully trained to use them, and properly balanced in character and judgment, is the highest possible product of the educative process.

Such full growth through coordination of spirit, mind, and body can come about only where a positive outlook upon the world prevails. When all evidence is faced, it is as sane and scholarly to hold steadfast beliefs as to face life in doubt or disbelief, to believe that intelligence and good will can achieve positive results as to despair of the future. Not that a Christian College has any room whatsoever for wishful thinking. Instead it believes in facing the facts, and one above all, that man may serve a Master whose strategy turns defeats into triumphs, and a Saviour whose teachings encompass faith and hope and love—a philosophy upon which all learning may be based.

Finally—and there is little need to elaborate this point—the Christian college is the great proving ground and training school for those who assume the moral leadership of the nation. No institution offers sounder training for citizenship, in the widest sense of that word, than does the church-related college. Inevitably it is from such centers that there has come, and will continue to come, the great majority of those who are to enter the ministry, or consecrate their lives as evangelists, physicians, teachers, social workers, and lay workers in the home and foreign mission fields, or in untold numbers engage in lay service within the church.

Since America's founding, the Christian college has been the very corner stone of our higher educational structure. Yet there are those who hold that the stone is crumbling. Men in high places uphold the "intellectualistic" dogma that the development of the mind is all-sufficient. Forces are at work which, by exalting the material and rejecting the spiritual bases of life, deny the positive philosophy of Christ. In a day when its influence is needed as never before, some say the Christian college stands in imminent danger of losing its power.

What is to be done? First, we who believe in the Christian college must reassert our belief in the validity of Christian education. Then we can hopefully turn to the task of helping those institutions which recognize their responsibility to their times and seek to shape that time and the future by intelligent planning and patient work. Let no man tell you that the day of the Christian college is done. We who believe in the deep streams of faith that flow under the surface can attest that its day is only beginning.

This is the first of a series of bulletins to be issued by Wilson College dealing with the present status of the small liberal arts college for women.



"Through every facility . . . the independent college strives to promote the good life."

AMERICA NEEDS THE INDEPENDENT COLLEGE

By

PAUL SWAIN HAVENS, B. Litt. (Oxon.), LL.D.

President of Wilson College

MOST of us are aware that virtually within our own lifetime there has developed in this country a great system of state universities, colleges, teacher-training institutions, and professional schools, well housed and equipped and amply supplied with funds provided through the taxing power. They have arisen to meet a need, and in large measure they have met it. But the very accessibility of these tax-supported institutions to boys and girls who wish a higher education makes it desirable

that people generally shall understand also the special functions and advantages of the institutions *not* tax-supported—the older group of independently controlled colleges and universities.

The case for the independent institutions of higher education is strong indeed. We owe them an incalculable debt for the past. The independent colleges have trained our leaders for three centuries, and have been a great spiritual force in the nation. In these colleges were shaped many of the men who established our present form of government, laid the foundations of our religious and political freedom, and guided the Republic from its formative years to the present. From them came an educated clergy and a freedom-loving laity. We cannot forget that it was in the colleges founded during Colonial times, and in their daughter institutions later established throughout the country, that the zeal for liberal learning was born and nurtured, and that in these older established institutions were trained many of the engineers, physicians, and men of science who made possible the material development, the physical welfare, the scientific advance of this country.

* * * * *

But we owe them equally a debt in the present. However excellent the achievement of the tax-supported institutions in many respects—an achievement of which all intelligent persons are justly proud—it is well to recognize that there are one or two very fundamental matters in which, by their very constitution, the independently controlled colleges excel. They are matters which bear directly upon the future of all sound education and of political freedom.

1. *The private college has a measure of freedom which experience has shown is not possessed by the public institution.* Moreover, this freedom is guaranteed to the independent college through its charter and reduces to a minimum the risk of political or ideological bias; whereas the state-controlled institution, which has no such guarantee, must inevitably feel the pressure of political circumstances, and often

is forced thereby to move in a direction hostile to its own wishes and best interests.

By virtue of this freedom the independent college can readily determine how far quality rather than quantity shall be its standard. It is free to limit its enrollment, to maintain small classes, and to provide intimate and stimulating association of student with teacher. In an institution where such conditions obtain, each student can be individually guided and observed, and thus be encouraged to a full development of all his powers. With controlled enrollment, it is possible for each student to have a full share in undergraduate activities under expert supervision, and thus to exercise his initiative and abilities to the utmost.

Because it is free from external control, the independent college is able to go forward without inhibition and to develop its teaching and research programmes without bowing to the whims or compulsions of the moment. Fortunately for the cause of progress, the independent colleges have dared to exercise the right to be different, even unique, and have thus escaped the educational "goose step" which imperils all knowledge.

It is hard to exaggerate the importance of the freedom of the independent college from political domination. It is easy to become an alarmist when one sees what has happened in those countries where the state has assumed all power and where ideals and ideas have been regimented for the state's 'advancement.' We may have little fear that this will happen in America, but we must not risk the growth of conditions that weaken in any degree the freedom that thrives in our colleges.

2. *The independent college undertakes the complete education of each student, moral and intellectual and physical.*

Foremost among the advantages of higher education is the right

of the independent college to give thoughtful attention to the building of the character and to the development of the well-rounded life of each student. It is regrettable, certainly, that in our tax-supported institutions the democratic principle of the separation of church and state has at least reduced the attention given to the training of the spirit, and that the influx of great numbers makes nearly impossible attention to the individual student's complete well-being.

Here is a matter in which the independent college, be it church-related or not, is indispensable to the nation. Through every facility at its command, the independent college strives to promote the good life, to advance ethical standards, and to build in each student a soundness of mind and a strength of character which together make for an intelligent citizenry. This type of college meets the doubt and discouragement of the world with positive faith and constructive thought. It turns out *balanced* men and women. It is interested in the quality of its graduates, not in their number. Such a college is not a national luxury; it is a national necessity. It does not merely do an essential task as well as another type of institution; it does it better.

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The independent college, I believe, is meeting the challenge of a world which is uncertain of its direction. It upholds and promotes the principles on which it is founded. It stands firm for academic freedom, and dares to pioneer in new fields. Quality rather than quantity is its standard. The building of character—of mind, spirit, and body—is the final aim of its curriculum.

This is the second of a series of papers to be issued by Wilson College dealing with the status of the small liberal arts college for women.

PRESCRIBED BIBLICAL
AND RELIGIOUS COURSES
IN
American Colleges and Universities



A SURVEY
Revealing the Advantages and Larger Results
of Prescribed Courses in Comparison
with Elective Courses



INFORMATION SECURED AND DATA TABULATED
by
JOSEPH C. TODD, Dean
Indiana School of Religion
Bloomington, Indiana
and
EDGAR H. EVANS
Acme-Evans Co., Indianapolis, Indiana
Trustee Wabash College, Crawfordsville, Indiana

Prescribed Biblical and Religious Courses in American Universities and Colleges

American college students receive Biblical and religious courses in four forms: voluntary courses for which they receive no credit toward graduation, courses credited by state colleges and universities from adjacent Foundations, Bible Colleges or Schools of Religion, elective courses with full credits and offered by the colleges themselves, and prescribed courses necessary for graduation.

Naturally, the percentage of the student body taking such courses increases in the order of the types above indicated. The voluntary courses are the most difficult to conduct and have the smallest percentage of students enrolled. Courses by adjacent Biblical institutions are maintained at the Universities of Oklahoma, Texas, Kansas, Missouri, Iowa and other states and enrollments depend upon many factors. In colleges and universities where Biblical and religious courses are all elective, enrollments vary with emphasis, faculty and student attitudes, administrative encouragement and the effectiveness of the Bible Department. Necessarily, required Biblical and religious courses enroll the entire student body.

The following study is an investigation of prescribed Biblical and religious courses and their effects. No complete survey of all forms of such courses has ever been made, although there are many reports, studies and articles dealing with different phases of the question. So far as we have been able to discover, no attempt has ever been made to survey accurately and evaluate required Bible courses. This effort is a beginning.

Interest in the effect of college on religion and character prompted the investigation. The study was made with a full consciousness that instruction in the Bible and religion is not an end in itself, but part of a larger program designed to produce religion and character. All well-informed educators know that experience and expressional activities are necessary to acquire one's own religion and character, but they also know that acquaintance with the previous religious experience, thinking and accomplishments of the race enable each succeeding generation to live and act more intelligently. Uninstructed living is most expensive and chaotic. This is why we have education and colleges. A prerequisite for becoming an engineer is rigorous training in the principles of engineering, though the trained graduate does not become an actual engineer until he builds a ship canal, a subway, or a Golden Gate bridge. What creative results should we expect from Biblical and religious courses? The following study asks if there is an educational and curriculum prerequisite for the development of religion and character by college students.

Three hundred nineteen American colleges and universities report Biblical and religious courses required for graduation. These prescribed courses range in semester hours from one to twenty. The distribution is as follows:

1	Semester hours prescribed by	1	College
2	Semester hours prescribed by	12	Colleges
3	Semester hours prescribed by	19	Colleges
3½	Semester hours prescribed by	3	Colleges
4	Semester hours prescribed by	40	Colleges
5	Semester hours prescribed by	5	Colleges
6	Semester hours prescribed by	78	Colleges
7	Semester hours prescribed by	3	Colleges
8	Semester hours prescribed by	91	Colleges
9	Semester hours prescribed by	7	Colleges
10	Semester hours prescribed by	12	Colleges
11	Semester hours prescribed by	1	College
12	Semester hours prescribed by	22	Colleges
14	Semester hours prescribed by	8	Colleges
16	Semester hours prescribed by	14	Colleges
18	Semester hours prescribed by	1	College
20	Semester hours prescribed by	2	Colleges

This tabulation reveals that eight semester hours, i. e., two hours a week for two years, are prescribed by the largest number of schools. About sixty-five per cent of these courses apply to freshmen and sophomore students, twenty percent to junior students, and fifteen per cent to seniors. These three hundred and nineteen colleges studied enroll about two hundred thousand students or approximately one-fourth the college students of America.

The following letter was sent out to a selected list of eighty-four of the three hundred nineteen colleges requiring Biblical courses for graduation.

Indiana School of Religion
Bloomington, Indiana
October 4, 1934.

Dear President:

Of the more than three hundred American colleges requiring Biblical and religious courses for graduation, 61 are Catholic, 53 Methodist, 50 Presbyterian, 33 Baptist, 36 church-founded now listed non-sectarian, 22 Lutheran, 12 Disciples, and the remainder divided among sixteen other communions.

We are much in need of some valuable information on the following questions:

1. What Biblical and religious courses are required in your college?
2. What is the student attitude to these courses?
3. What is the attitude of parents?
4. What do these courses accomplish in (a) Culture, (b) Religion, (c) Adjusting student thinking to their larger outlook in other fields such as science, psychology, sociology, and philosophy, (d) Character?
5. Have you any serious pressure, and if so, what, by students, faculty, or others to make these courses elective or eliminate them from the curriculum?
6. Do your students transferring to other colleges, particularly state schools and larger universities, or doing graduate work elsewhere have any difficulty in receiving full credit for their Biblical and religious courses?

Thanking you for your cooperation and consideration, I am

Sincerely yours,

JOSEPH C. TODD.

Sixty-four replies were received, many of them accompanied by copies of the college catalogue. A special study has been made of the replies from the following fifty-four institutions. The first number on the right below indicates the semester hours required; the second, the annual enrollment.

ALABAMA	
Birmingham Southern, M. E. S.....	6—2420
CALIFORNIA	
College of the Pacific, Meth.....	4—1083
Occidental College, non-sectarian	4—674
University of San Francisco, R. Catholic.....	8—1411 Men
GEORGIA	
Agnes Scott, non-sectarian	7—480 Women
Emory, Methodist, S.	3½—2045
IDAHO	
College of Idaho, Presby.....	8—400
ILLINOIS	
Loyola University, R. Catholic.....	8—547 Men
North Central, Ev. Ch.....	5—547
INDIANA	
Franklin, Baptist	5—312
Manchester, Brethren	4—982
Marion, Wes.	10—111
Taylor, M. E.	6—298
Valparaiso, Lutheran	6—627
Goshen College, Menonite.....	6—265
Indiana Central, United Br.....	8—362
Hanover College, Presbyt.....	8—313
IOWA	
Buena Vista, Presby.	8—154
Coe College, Presby.....	8—1093
KANSAS	
Bethany College, Lutheran	8—513
Friends University, Friends.....	8—471

KENTUCKY

Berea College, non-sectarian.....	8—	851
Transylvania, Disciples	4—	371
Centre College, Presby.....	8—	387

MICHIGAN

Albion College, M. E.....	5—	752
Hope College, Reformed.....	10—	655

MINNESOTA

St. Thomas, R. Catholic.....	8—	656	Men
MacAllister, Presby.	8—	553	

MISSOURI

Missouri Valley, Presby.....	8—	408	
Westminster, Presby.	8—	304	Men

NORTH CAROLINA

Atlantic Christian College, Disciples	6—	167	
Davidson College, Presby.....	12—	647	Men
Duke University, M. E. So.....	6—	2855	
Elon College, Christian	6—	400	

NORTH DAKOTA

Jamestown College, Presby.....	8—	508	
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OHIO

College of Wooster, Presby.....	8—	881	
Hiram College, Disciples.....	3—	410	
Cedarville College, Presby.....	6—	356	

OKLAHOMA

Phillips University, Disciples	6—	828	
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PENNSYLVANIA

Franklin and Marshall College, Reformed.....	4—	734	Men
Geneva College, Presby.....	8—	877	
Lafayette College, Presby.....	9—	1010	Men
Washington and Jefferson College, Presby.....	3—	1538	Men

SOUTH CAROLINA

Furman, Baptist	6—	1404	Men
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SOUTH DAKOTA

Huron College, Presby.....	8—	430	
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TENNESSEE

Cumberland University, Presby.....	8—	929	
Maryville College, Presby.....	10—	793	

TEXAS

Austin College, Presby.....	12—	442	
Texas Christian University, Disciples	8—	1283	
Trinity University, Presby.....	6—	415	

VIRGINIA

Hampton-Sydney College, Presby.....	12—	300	Men
Lynchburg College, Disciples.....	6—	276	

WEST VIRGINIA

Davis and Elkins, Presby.....	8—	385	
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WISCONSIN

Carroll College, Presby.....	8—	474	
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The following combined answers from the above listed fifty-four institutions to the questions submitted are sufficiently representative to reveal conditions as they are in all of the three hundred nineteen colleges and universities prescribing Biblical and religious courses:

COMBINED RESPONSES

(1) WHAT BIBLICAL AND RELIGIOUS COURSES ARE REQUIRED IN YOUR COLLEGE?

Answers reveal that some institutions stipulate definitely the courses to be taken; others require a selection from the courses offered by the Biblical department. For instance, Trinity University, Texas, prescribes a six semester hour course entitled "The Life of Christ and Apostolic History." A sufficient number of other courses are offered to provide majors and minors in religion.

Buena Vista College, Iowa, states in its 1934-1935 catalogue, pp. 27, in its requirements for graduation: "They must earn at least eight hours in the Department of Bible."

Evansville College, Indiana, requires either three semester hours of Old Testament Literature and three hours of New Testament Literature or three semester hours of Old Testament History and three semester hours of New Testament History, and also requires a four semester hour course in Personalism in the Philosophy Department.

Catholic institutions do not hesitate about prescribing courses definitely theological and apologetic. For instance, the University of San Francisco requires, pp. 51, May, 1934, catalogue, Fundamental Apologetics, Ideals of Christian Living, Catholic Doctrine of Creation and Redemption, and The Sacramental System of the Church. The catalogue states, "In character, these courses are not a series of religious instructions, but an academic treatment of the whole doctrinal and moral system of the Catholic Church: in effect, an abridged course in Systematic Theology. The development of each subject demands reference to the New Testament writings, to patristic literature and to Church History."

Loyola University, Chicago, states: "Some course in religion each year is compulsory for the Catholic students at Loyola University. Freshmen must take Apologetics; Sophomores must take Catholic Doctrine; Juniors and Seniors must choose any of the other courses listed on pp. 105 and 106. Non-Catholic students must attend a special course on Natural Religion."

The courses required and offered by Protestant colleges include Old Testament and New Testament, Comparative Religion, Missions, and Religious Education, but for the most part are free from Doctrinal, Theological and Apologetical courses.

The following replies to question one are illustrative:

Coe College, Iowa: "We require eight hours of Bible of every student who graduates from the college. This is an inflexible requirement, as our Bible Department is endowed with this end in view."

College of the Pacific, California: "We require two units of Old Testament History and two units of New Testament History for graduation. We formerly required these courses of our Lower Division students, but for two reasons removed the time element, and have allowed them to be taken any time before graduation, preferably during the last two years of college life."

Franklin and Marshall College, Pennsylvania: "At present we require one course in Religion for graduation. This course may be selected from four courses in the department: Bible, Church History, Comparative Religion, and Religious Education."

Hanover College, Indiana: "At Hanover we require each student who is graduated to take eight semester hours."

North Central College, Illinois: "Two courses are required at North Central College of all regular students, a three hour course (Bible 1), known as Orientation, in the Freshman year; a three hour course in Matthew and Mark or some other similar course in the Bible for all students in the Sophomore year or beyond."

Valparaiso University, Indiana: "Our catalogue enumerates two courses, found under the Department of Religion and Philosophy, Course No. 1, 'The Bible,' and Course No. 2, 'The Life and Teachings of Jesus.'"

Friends University, Kansas: "Friends University requires eight hours of Bible before graduation. The choice of this work is optional with the student within the range of the courses offered."

Transylvania College, Kentucky: "At Transylvania, we require one year's work in Bible of all students. This course is Biblical literature 121-22, The Bible and Civilization."

Jamestown College, North Dakota: "For graduation we require eight hours from every student, unless there is an excuse from doing so upon religious grounds. I think our college is the only institution in this vast area that has such a department thoroughly endowed."

Missouri Valley College, Missouri: "The Life of Jesus in the New Testament, Old Testament Literature and History, The Hebrew Prophets, Philosophy of Life."

College of St. Thomas, Minnesota: "All of the Catholic students at St. Thomas are required to carry eight semester courses in Religion. These deal with the Historical and Mystical Christ, Natural Theology, Sacramental Doctrine, Moral Problems, Christian Archeology, Liturgy, and Sacred Scripture."

MacAllister College, Minnesota: "We offer seventeen courses in the field of religion with a total of forty-three credit hours. Eight hours in religion are required for graduation. Only one course is required, i. e., The Life of Christ. The rest are elective."

Westminster College, Missouri: "We offer a course in Old Testament History to Freshmen and course in the Life of Christ and the Life of Paul to Sophomores. These courses are required."

Davidson College, North Carolina: "We require two years of study of English Bible. This is required of Freshmen and Sophomores who take this course three times a week. We have an elective course for the Junior and Senior years, but very few students take this."

Duke University, North Carolina: "You'll find in looking at the courses in the Department of Religion that about fifteen courses are acceptable for the six hour requirement in religion."

Hiram College, Ohio: "We require a three hour semester course in Fundamentals of Religion for graduation."

The College of Wooster, Ohio: "One basic general course in Old Testament, and one course in the Gospels and the Acts in the New Testament."

Phillips University, Oklahoma: "We require a two-hour per week semester course in New Testament and a similar course in Old Testament of Freshmen and Sophomores and no one can receive a Bachelor's Degree without taking these or similar courses."

Lafayette College, Pennsylvania: "We offer an orientation course in the History of Religion. * * * * Six hours of required work * * * * The fall semester is Israel's Cultural and Spiritual Heritage, and the spring semester The Christian Advance. * * * * In addition to the required six hours, we have eight electives; three hours credit for each in the subject of the Philosophy of Religion, Psychology of Religion, Literature of the Old Testament, Contemporary Religious Thought, Research in Religion, History of Religion and Oriental Religions. A student must take one of these courses, for nine hours are required of every B. A. student and eight hours of every technical student in order to graduate."

Geneva College, Pennsylvania: "Old Testament History, Life of Christ, Apostolic Age."

Washington and Jefferson College, Pennsylvania: "We require one course in Bible, three hours, one semester, Freshman year. The course is on The Life of Christ."

Furman University, South Carolina: "We require six semester hours in the Department of Religion."

Austin College, Texas: "For many years we have required two years of work, six semester hours per year; the freshman year devoted to the New Testament and the sophomore year to the Old."

Lynchburg College, Virginia: "We require six semester hours of religion for the A. B. degree. It is probable that this requirement will be increased next session."

Carroll College, Wisconsin: "The Life of Christ (2 hours) is required of Freshmen, as far as their course allows. Eight hours are required for graduation. The other six hours may be selected from a wide range including Bible, Religion, Religious Education, Christian History, etc. Quite a number of our students take more than the required number of hours. We now offer a major in the Department."

Hope College, Michigan: "Freshmen; Harmony of the Gospels: Sophomores; Acts and General Epistles: Juniors; Pentateuch and Prophets (Isaiah or Jeremiah): Seniors; Evidences of Christianity."

Cedarville College, Ohio: "Old Testament, one semester; New Testament, one semester; Christian Apologetics, one semester; Christian Ethics, one semester."

Davis and Elkins College, Virginia: "A two year's required course, two hours a week is offered in Bible at Davis and Elkins College—the Life of Christ, Old Testament History, the Life of St. Paul."

Birmingham-Southern College, Alabama: "The three-hour course in Old Testament and the three-hour course in New Testament."

Manchester College, Indiana: "Twelve term hours in Bible or Religious Education are required."

(2) WHAT IS THE STUDENT ATTITUDE TO THESE COURSES?

Emory University, Georgia: "One of the marked things about the course is the increasing interest manifested. Much time is given to individual conferences."

Valparaiso University, Indiana: "Lutheran students are gratified at the opportunity."

Hanover College, Indiana: "Most of the students come from Christian homes and enter expecting to take the courses, and so take them without criticism and enjoy them."

Coe College, Iowa: "The attitude of students to these courses is friendly."

Friends University, Kansas: "In general the student attitude toward these courses is very satisfactory."

Berea College, Kentucky: "There is no antagonism on the part of our students to the required courses in Bible."

Transylvania College, Kentucky: "The general student's attitude toward the required course is acceptance apparently without question."

Jamestown College, North Dakota: "We have found the student attitude to these courses, in general, about the same as toward any other college courses. Above the eight hours required for graduation, these courses are elective and frequently we have to divide the class into two sections because of its large size."

Davidson College, North Carolina: "So far as we know, the students enjoy the courses in Bible and do not object to our requirements."

Duke University, North Carolina: "The attitude of the student towards these courses is simply the same as his attitude toward other required work."

The College of Wooster, Ohio: "About the same as for other required courses in the curriculum."

Phillips University, Oklahoma: "The attitude of the student body toward these courses is good."

Lafayette College, Pennsylvania: "The student attitude toward these courses is encouraging."

Washington and Jefferson College, Pennsylvania: "The student attitude toward this course is cooperative and thus far enthusiastic."

Furman University, South Carolina: "We have seldom had a student who registered any objection to a required course in religion."

Elon College, North Carolina: "The attitude of students toward this course is not different from the attitude toward any other course."

Cumberland University, Tennessee: "The attitude of the students is one of genuine interest and appreciation."

Austin College, Texas: "The student attitude to these courses is practically the same as toward all required work."

Hampden-Sydney College, Virginia: "Some of the students complain that the courses in Freshman and Sophomore Bible are quite stiff, as they are. Others make no such complaint."

Carroll College, Wisconsin: "We find that most of the students who raise a question about taking Bible courses are those who have not taken courses in the Department."

Loyola University, Illinois: "The students with few exceptions are interested in the courses and want them."

College of the Pacific, California: "Some students are very enthusiastic about them and appreciate the Bible as literature as well as the foundation for religious experience and life. Others look upon them as required courses in which they have no particular interest whatsoever."

Occidental College, California: "The student attitude toward these courses on the whole is friendly. There are always a very few who resent any required work in religion."

Missouri Valley College, Missouri: "A small almost negligible number (5%) of individuals press for exemption."

Westminster College, Missouri: "The students accept the requirement of these courses without complaint, and we have very infrequent appeals from them, and such appeals are almost always denied."

Geneva College, Pennsylvania: "There is a small group, particularly among the Freshmen, who do not see the need of Bible study in college. It is the task of the professor to remove this prejudice."

Albion College, Michigan: "Outside of the students who are majoring in the field of Religious Education and a few others, most of the students take only the required course."

(3) WHAT IS THE ATTITUDE OF PARENTS?

Coe College, Iowa: "The attitude of parents is positively in favor of Bible requirement."

Berea College, Kentucky: "We have never heard any objection on the part of parents to required courses in Bible."

Bethany College, Kansas: "The attitude of parents is most friendly."

Maryville College, Tennessee: "The student and parent attitude toward these courses is in general the same as their attitude toward other required courses."

Hampden-Sydney College, Virginia: "Parents know in advance that Bible study for two years is required. * * * A very large percentage of our students come here because they, or their parents, believe in the Bible as the revelation of God to man and wish this college atmosphere."

Hanover College, Indiana: "So far as I know all parents are glad to have the courses required."

Loyola University, Illinois: "In most cases the very reason why parents send their sons to Loyola rather than to a non-sectarian school is that they want them firmly grounded in the principles of the Catholic religion and in principles of sound morality."

College of the Pacific, California: "The attitude of parents is usually about the same as that of the students."

Emory University, Georgia: "Occasional question about 'modernism'; never any serious difficulty."

Valparaiso University, Indiana: "The answer is that parents desire them."

Missouri Valley College, Missouri: "Most parents want their sons and daughters to take these courses."

MacAllister College, Minnesota: "So far as I know, parents approve courses in Religion. Some are a bit worried lest we be too liberal, others fear we are too conservative."

Davidson College, North Carolina: "We think the parents approve very heartily of our courses in Bible, and it is a very rare thing that a parent requests that his son be allowed to drop this course."

The College of Wooster, Ohio: "Occasionally we get a protest about some teaching by an unduly radical, and occasionally the other way, so it just about balances up."

Geneva College, Pennsylvania: "As a rule parents want their children to take the Bible courses. We have had some very pleasant reactions from parents. Jewish and Roman Catholic parents seldom object."

(4) WHAT DO THESE COURSES ACCOMPLISH IN (a) CULTURE, (b) RELIGION, (c) ADJUSTING STUDENT THINKING TO THEIR LARGER OUTLOOK IN OTHER FIELDS SUCH AS SCIENCE, PSYCHOLOGY, SOCIOLOGY, AND PHILOSOPHY, (d) CHARACTER?

Occidental College, California: "So far as we can accomplish it, we aim directly to meet—for purposes mentioned in this question—culture; religion, as a subject of study; orientation to the larger field of related subjects; and, probably most of all, character results. All the work in this department is held carefully at the standard academic level and no class effort is made to produce immediate character results or to force changes in the students' point of view regarding religion. These results are, so far as the machinery of instruction is concerned, by-products, although in the minds of the instructors, they rank most important of all."

Hanover College, Indiana: "These courses should give the student an intelligent view of the Christian religion and its place among the religions of the world. A student's thinking about the relation of Christian teaching to other fields of study should be cleared. The courses should help in steadying the character of students. There is no exact measure of these accomplishments, but there is every reason to believe that these things are achieved to a greater or lesser extent for every student."

Valparaiso University, Indiana: (a) "They give a broader view of the life and times covered by the Old as well as the New Testament. (b) It strengthens their faith in the fundamental teachings of the church. (c) Our objective is to so teach Christianity that it becomes the basis of a student's approach to a spiritual interpretation of life, sociology, and philosophy. (d) We have found that our courses in the Bible and the course in the Life and Teachings of Jesus constitute a real basis for individual character development, (1) by bringing the student face to face with Bible characters who faced the realities of life in the spirit of an abiding faith in God, (2) by imbuing the individual student with the meaning and purpose of life as taught by Jesus, (3) by inspiring the individual with the spiritual idealism of Jesus."

Coe College, Iowa: "(a) In a cultural way students realize that without a knowledge of Bible their education is anything but complete. (b) Students perceive through the course how gradually their ideas of God develop and see their culmination in Jesus. (c) There is not very much endeavor to adjust the student thinking directly but a great deal by indirection. Students have no difficulty in reconciling the teaching of science and religion as it is clearly indicated to them that the Bible is not a scientific book but a religious book. (d) I think that the friendly atmosphere of the classroom creates a bias in favor of the Bible and its standards."

Friends University, Kansas: "After nine years of teaching at Friends University, I am beginning to realize in individual cases that these aims have not been in vain and feel rather encouraged for the effort expended. Other members of the faculty who are not teaching in this division of the work have expressed themselves as having made similar discoveries."

Berea College, Kentucky: "I can only give to you my personal conviction. Our Bible courses offer certain elements essential to modern American culture and to an intelligent acceptance of the Christian religion, which, for Americans, 'is the only religion in the field.' We count our Biblical work, both in curricular classes and in extra curricular classes, as fitting our students to enter without fear the arena of modern thought, whether such thought concerns the department of science or psychology, of sociology or philosophy. I am convinced also that these Biblical courses have value for character. But here again a man walks by faith."

Jamestown College, North Dakota: "It would be difficult to comprehend in full what these courses accomplish. In my judgment they are as cultural as courses in the fields of psychology, philosophy, literature, history, economics, and so on. They are exactly on the same basis and under professors of like degrees and the courses are integrated into the whole cultural atmosphere of the institution. No doubt they emphasize religion and the moral and religious atmosphere of the institution. In view of this fact that they integrate into all the work of the college, they naturally impinge upon the student in more thoughtful and careful thinking in the fields of science, psychology, sociology and philosophy. In fact we have courses in that Department on the Psychology of Religion and the Philosophy of Religion. I could not conceive how such work on the high and broad basis, which we have it, could do anything else but influence the building of character, and after all, character should be the high aim of a Christian college."

Davidson College, North Carolina: "(a) We feel that a knowledge of the English Bible is of cultural value to any educated man. (b) We feel, and certainly hope, that a course in the Bible will strengthen a man's religious beliefs. We think it has had that result in the cases of our students. (c) In our opinion, a thorough knowledge of the facts and truths of the Bible furnishes an excellent orientation course for the study of science, psychology, sociology and philosophy. We are old-fashioned enough to feel that the Bible and its teachings are fundamental in all human study. (d) We believe, and certainly hope, that the character of our students is strengthened by their knowledge of the Bible."

Duke University, North Carolina: "(a) These courses are taught with several purposes in view. One, of course, is the achievement of a larger culture on the part of the students. (b) As to what the courses accomplish in Religion, I will state that no attempt is made to indoctrinate students but rather to give them an orientation in the field of religious thought. (c) The courses are not designed primarily as integrating factors, but partly serve that purpose. In fact, we are just beginning to realize, so far as every isolated department is concerned, that the content of work in that department should be closely integrated with the work in other fields. (d) The development of character is not made a primary purpose in the teaching of the Bible, but most assuredly an indirect one."

Hiram College, Ohio: "The purpose of the course is to give the student acquaintance with one of the gospels and the teachings of Jesus as well as to face him with some of the religious and moral problems of our day."

The College of Wooster, Ohio: "Undoubtedly, these courses have large cultural value analogous to that of philosophy and some fields of history and literature. I do not think their religious value is as high as that of our chapel and church services, together with the voluntary religious organizations on the campus. They are undoubtedly a definite aid in the synthetic adjustments of the data acquired in other departments, though it is hard to measure this value in any accurate way. In answer to (d): We do know that many young men and women think their way through the intellectual aspects of the religious problem under the guidance of their teachers in these courses and, so far, this thinking goes into permanent character building."

Lafayette College, Pennsylvania: "(a) Such a course as Religion 1 designed to orientate the freshmen is cultural. A glance at the syllabus will indicate its scope. You will see we cover a good deal of ground, yet the material is very carefully integrated. (b) I doubt if any courses taught either in college or in the seminar are very helpful to a student in his religious life. Naturally they are taught from an academic standpoint and the student gains more intellectually than he does spiritually. However, the courses furnish a background for men of moral earnestness. (c) The advanced courses in the department of religion are correlated with the secular subjects of psychology, sociology and philosophy. (d) I should say that there was a direct contribution to character. A student is taught to discriminate between the true and the false. I know of no course which does not have a strong ethical bearing and frequently our teachers go out of the way to emphasize a subject of ethical import."

Geneva College, Pennsylvania: "Here at Geneva we feel that the Bible Courses render a fine service in all of these different respects. Some very satisfactory results have been accomplished with respect to the problems of religious experience, the proper relation between science and religion, and the elements which should contribute to the development of character."

Washington and Jefferson College, Pennsylvania: "If a thorough, masterly, scientific comprehension of the significance, mission and teachings of Jesus Christ does not contribute to the culture, religion, adjustment, and character of a student I don't know anything else that would."

Furman University, South Carolina: "Our feeling is that unless a student has acquaintance with the Bible he is sadly lacking in an essential material of culture, and there can be no doubt that completion of our Religion 10 adds to the student's knowledge of the Old and New Testaments. The adjustment of the student's thinking to such fields as science, psychology, sociology, and philosophy, and the contribution to character probably come more from the personality of the professors than from the actual courses in Religion."

Maryville College, Tennessee: "We are satisfied that the values in culture, religion, character, and correlated thinking are positive and considerable. Maryville College is one of the first among liberal arts colleges to have a Bible Department and is one of a limited number with a large Religious Education offering."

Austin College, Texas: "Reply to this group of questions must be largely a matter of opinion, as there is no way of measuring results in a scientific way. We regard Bible as an indispensable source of culture. We do know that it furnishes the one foundation for real religion. The required course in Philosophy is meant to adjust the student to a larger outlook in other fields. Some regard it as the most valuable course given in college, but others, who have no interest in thinking, look upon it as an unnecessary and excruciating pain. We like to believe that these courses result in strengthening character and faith, and such is the testimony of alumni and friends."

Loyola University, Illinois: "(a) They make for a lively increase of faith on the part of practically all of the students and give them a keener moral sensitiveness. (b) They unquestionably stimulate the students to a more earnest practice of their religion as is evident from the growing number of those present at voluntary devotions. (c) Most of the questions asked by the students in the religious classes relate to morality, science, or philosophy. (d) Many a student has improved morally as a result of a clearer perception of what constitutes good morality and of what is the real end of life."

College of Idaho, Idaho: "We would say, generally, good results in each case."

Indiana Central College, Indiana: "They make helpful contributions in every way. They are taught so as to help the students to relate themselves best to life situations."

Huron College, South Dakota: "We feel that knowledge of the Bible is of prime importance to all educated persons, and that its omission is rather serious."

Goshen College, Indiana: "Since our outlook here is based on Christian Theism it correlates very nicely with the Bible."

Manchester College, Indiana: "We believe these courses have just as much cultural value as any other."

Centre College, Kentucky: "I think the courses do mean something in respect to culture, genuine religious understanding, and in character building."

- (5) HAVE YOU ANY SERIOUS PRESSURE, AND IF SO, WHAT, BY STUDENTS, FACULTY, OR OTHERS TO MAKE THESE COURSES ELECTIVE OR ELIMINATE THEM FROM THE CURRICULUM?

North Central College, Illinois: "We have had no pressure to make these courses elective or to eliminate them."

Coe College, Iowa: "No, inasmuch as this is a fundamental requirement of the curriculum."

Hanover College, Indiana: "There is no pressure to discontinue these courses which is serious enough to open the question."

Berea College, Kentucky: "There is no pressure from any quarter to make the required courses elective or to eliminate them."

Transylvania College, Kentucky: "It is my judgment that our students and faculty, and others who think of this course, feel that we ought to continue it much as it is conducted now."

Missouri Valley College, Missouri: "No—yet some students have expressed themselves in favor of making courses elective. Some faculty members are not wholeheartedly sympathetic with required Biblical courses."

Westminster College, Missouri: "We have no pressure to make these courses elective."

Davidson College, North Carolina: "There has been no serious pressure, either from students, faculty or others to have the courses in Bible made elective or to have them eliminated."

Duke University, North Carolina: "No pressure has been brought either by students or faculty to make this required work in Religion elective."

Hiram College, Ohio: "We have had no serious pressure to make this course elective."

Atlantic Christian College, North Carolina: "We have had no severe pressure to make these courses elective."

The College of Wooster, Ohio: "We have no such pressure."

Phillips University, Oklahoma: "We have not for years had the suggestion that we make these courses elective."

Lafayette College, Pennsylvania: "There is a strong feeling on the part of the curriculum committee that we should have only six hours of required work."

Geneva College, Pennsylvania: "We are not aware of any such pressure."

Washington and Jefferson College, Pennsylvania: "We have no pressure whatsoever from students, faculty or others to make these courses elective or to eliminate them."

Furman University, South Carolina: "We have no pressure to eliminate the requirement in Religion."

Texas Christian University, Texas: "Yes, for reduction to six instead of nine. More from other Departments in the faculty than from students."

Elon College, North Carolina: "We have not yet had a suggestion to make our course in Bible elective."

Cumberland University, Tennessee: "There is no pressure in our college to make these courses elective; on the other hand, there is pressure from the Trustees to improve and increase the courses in religious training."

Agnes Scott College, Georgia: "We have had no pressure to make the courses elective or to eliminate them from the curriculum."

Trinity University, Texas: "Relative to the pressure to make these courses elective, there is none in this institution. This may be partly due to the knowledge that such efforts would prove fruitless, but every department has its required work and most of the students and faculty members seem to feel that it is perfectly appropriate that a school of our kind should require some work in Religion as well as in English and Sciences."

Loyola College, Illinois: "No pressure at all brought to bear to eliminate religion from the curriculum. At the instance of students of Junior and Senior years, a new course was added for them this year—A RELIGION QUESTIONNAIRE COURSE. In this course the students themselves determine the religious questions to be discussed throughout the year."

College of the Pacific, California: "There has been very little pressure, and that not consistent, to make the courses elective. From time to time individuals have claimed, and there have been members of the faculty who have felt, that the courses should stand on their own merits without being required. So far as I know, there has been no pressure whatever to have the courses eliminated from the curriculum."

Occidental College, California: "Several years ago we made our requirements in religion much more elastic than formerly. Since then there has been no particular pressure to eliminate them or to ease them further."

(6) DO YOUR STUDENTS TRANSFERRING TO OTHER COLLEGES, PARTICULARLY STATE SCHOOLS AND LARGER UNIVERSITIES OR DOING GRADUATE WORK ELSEWHERE, HAVE ANY DIFFICULTY IN RECEIVING FULL CREDIT FOR THEIR BIBLICAL AND RELIGIOUS COURSES?

Occidental College, California: "Students transferring to state institutions in California—in which state the teaching of religion is practically forbidden by law in tax supported schools—seldom receive credit for courses in Bible and religion as such. * * * * Students transferring to other institutions than those mentioned above are as a rule given full credit. * * * * We make a special effort at Occidental College to maintain high scholastic standards in religion. The three full time instructors in this department all have the Ph. D. degree; the one part time instructor has the M. A. degree."

Hanover College, Indiana: "No case of non-acceptance has been called to my attention."

Franklin College, Indiana: "State universities do not accept all the courses in religion in transfers. As far as other colleges, I know of no difficulty that we have ever had."

Emory University, Georgia: "No difficulty has been reported."

Valparaiso University, Indiana: "In most instances six credits in Biblical and religious courses have been accepted."

Marion College, Indiana: "We have had no difficulty at any time in securing credit for such courses for students who have transferred to other institutions."

Taylor University, Indiana: "Our students have not experienced any difficulty in transferring this amount of Bible to other universities for further undergraduate study or for graduate work."

Coe College, Iowa: "No difficulty is expressed in transferring students to other colleges with regard to credits unless the curriculum of such institutions positively permits only elective courses."

Friends University, Kansas: "Our students have had little difficulty in getting credit for this work except in schools which do not give credit for Bible."

Berea College, Kentucky: "For some years neither our Registrar nor I have learned that our students transferring to other colleges, etc., have any difficulty in receiving full credit for their Biblical and religious courses."

Transylvania College, Kentucky: "In recent years there has been no difficulty in transferring credit for this course to other institutions of any sort."

Jamestown College, North Dakota: "There has been difficulty in the transferring of credits to other institutions, particularly state universities and agricultural colleges, but to overcome this possibility anywhere we add eight hours to the hours required for graduation in institutions generally. I would say, however, that there is a strange obsession in many institutions where courses like these are not given that they are not of the same grade and value as courses in science, sociology, psychology, philosophy, and so forth. To my mind it is perfectly ridiculous as they take just as much preparation as any of the others and they are just as valuable in the field of knowledge and just as worthwhile in the development of culture and character."

Missouri Valley College, Missouri: "Yes, full credit has not and will not be given because the receiving institutions have requirements and regulations that limit the amount of credit in such courses to something less than Missouri Valley's standards. University of Missouri allows credits for many such courses under history, literature and philosophy."

MacAllister College, Minnesota: "As noted above, students complain that they cannot get credit for Religion courses at the State University. The University of Minnesota allows up to three credits in Religion on a transfer. We require one hundred twenty-six credits for graduation, while the University requires only one hundred twenty. Therefore, our students are at no particular disadvantage if they cannot get full credit for Religion in the transfer because we require six credits above the University requirement."

Davidson College, North Carolina: "A number of our students who transfer to such schools as you refer to have been given credit for a course in Ancient History for their Bible study here. Occasionally a school declines to give credit for our Bible course."

Duke University, North Carolina: "I do regret to say that some of our students expecting to transfer to other institutions have asked to be relieved from taking the course in Religion because they feel quite certain they cannot get academic credit for it."

Hiram College, Ohio: "I find that our students in transferring to other colleges sometimes lose credit on this course."

Atlantic Christian College, North Carolina: "Our State University accepts Bible credits toward an A. B. degree, but some larger colleges and Universities are unwilling to do so."

The College of Wooster, Ohio: "Credit is received in other denominational colleges; some time ago our students used to get credit for these courses at Ohio State and one or two other universities; our department of Religion staff feels that if we were a bit more aggressive at this point, we still might be able to secure it for our students."

Phillips University, Oklahoma: "State schools receive our students and give them credit for that four hours work. Number of state Universities give credit for more if the students happen to have them. My own thought would be this, 'If a change were to be made we would increase rather than decrease the number of required Bible credits.'"

Geneva College, Pennsylvania: "Credit for Bible Courses is given by the State Department of Pennsylvania, also by State College, and the Liberal Arts Departments of the Universities. Credit is not given in Technical Schools and in some State Universities."

Bethany College, Kansas: "In some instances there has been a loss of credit in transferring to larger institutions. However, institutions of higher learning in our own state, including state schools, are disposed to be friendly. In certain instances they may refuse to accept the entire eight hours, but will readily accept part of this work."

Washington and Jefferson College, Pennsylvania: "I have heard of no difficulty whatsoever in state schools and larger universities, or in graduate work, in receiving full credit for our Biblical and religious courses."

Cumberland University, Tennessee: "Yes, students transferring to state schools and graduate schools are denied credit on some courses in Bible and religion. I can not understand why a State University will refuse to give credit for a good course in Bible, but they do."

Buena Vista College, Iowa: "We have found that some of our students in transferring to the university have lost some credit for the work done in Bible."

Maryville College, Tennessee: "Students transferring to other institutions often lose some part of the credit which we give for courses in Bible and Religious Education, but there is no serious problem in this direction."

Agnes Scott College, Georgia: "We have never had any difficulty or question about the full acceptance of our work when transferred to other institutions. I have never known a Bible course to be refused credit or scaled."

Lynchburg College, Virginia: "We send a considerable number of students to graduate and professional schools. In no case that has come to my knowledge has there been any difficulty in receiving credit for the work done in Religion."

Hampden-Sydney College, Virginia: "Quite rarely there is some difficulty about these credits, but as a rule they are accepted."

CONCLUSIONS

(1) A long list of the best colleges and universities in America require from one to twenty semester hours in Biblical and religious courses for graduation. Eight semester hours, that is, two hours a week for two years, seems to be the more prevalent and successful requirement.

(2) There is practically no evidence of any opposition to these requirements for graduation. Students accept them usually as part of a proper college program. On the contrary the evidence clearly proves definite approval by students.

(3) The evidence clearly proves the almost universal approval of parents.

(4) The overwhelming testimony of the colleges justify these requirements as courses necessary for culture, religion, adjustment of student thinking to a larger outlook in other fields, and character.

(5) The colleges replying indicate that from time to time they do have slight pressure to reduce these courses to electives, but in no instance has a college reported any serious embarrassment at this point.

(6) The replies reveal that frequently when students transfer to state universities or other colleges and universities where such courses are not required or offered, their Biblical and religious credits are sometimes questioned, reduced, or not accepted. So far, however, these embarrassments to students in transferring credits are not sufficient to cause the colleges requiring them to consider any change of policy. In fact it would seem that concerted attention to this matter might remove this difficulty entirely.

(7) The investigation justifies the position that all students in all colleges should offer Biblical and religious courses as part of their credits for graduation. The replies also warrant the confidence that with national coordinated attention to this question all the non-state colleges and universities could prescribe Biblical and religious courses for graduation, not only without embarrassment, but also with the hearty approval of students, parents, and constituents, and that state colleges and universities could arrange for crediting such courses when provided by Foundations, Bible Colleges, or Schools of Religion maintained for this purpose.

(8) The investigation offers most convincing evidence that colleges or universities of church origin or under church auspices that prescribe Biblical and religious courses for graduation, and give such courses as advantageous a place in their curricula as any other requirements, are pursuing a sound educational policy of great value to their students and most heartily approved by their constituency.

SIGNIFICANT STATEMENTS

"The breakdown of Christianity is particularly unfortunate in America, where our educators are so busy building new dormitories and thinking up new systems of instruction that they do not see how their pedagogical machinery exists. In so far as the colleges destroy religious faith without substituting a vital philosophy to take its place, they are turning loose upon the world young barbarians who have been freed from the discipline of the Church before they have learned how to discipline themselves. Perhaps this was what one of my least orthodox Harvard Professors had in mind when he once said: 'There are only a few men in the world who have earned the right *not* to be Christians.'"

PHILLIP E. WENTWORTH.

"The establishment in the child mind of a set of ideas which do not rise beyond succeeding in this world, which make of morality a matter of individual taste or convention, or which regard faith in God and in the mission of our Lord to men as of secondary importance, can but mark the beginning of the end of a vigorous Christian life. Christianity can only with difficulty be taught to the child in a school whose whole influence is toward the idea that religion is a mere appendix of life or a superfluous accomplishment like the acquisition of a knowledge of music or of painting. If religion is to be made vital in the life of the adult, it must be taught him as a child, not in any kind of context, but in as advantageous a position as is given to every other subject of the school curriculum."

DR. JAMES H. RYAN,
Executive Secretary,
National Catholic Welfare Conference.

"In a shifting age where old moral sanctions give way faster than we build replacements, where the superficial seems to have temporary advantage over the real, where 'getting' eclipses 'giving,' where social vision and moral perspective are often wanting—the tasks set for education loom big. The religionists set for it certain moral and character objectives; the employer, the man of affairs, wants certain forms of commercializable skills delivered to him; the technician wants practice properly mixed with the theory; we all want certain citizenship factors to be produced; those interested in art and literature urge at least the generating of certain appreciations, public health demands some attention to physical factors; an age of specialization demands vocation consciousness and preparation for the resultant outlook—somehow the individual and the task must be matched in the puzzle of life; the young man's future wife and family expect certain earning capacities; while future life-needs and crises call loudly for morals, manners, methods, causes, results, relations, attitudes, ideas, and ideals."

HUBER WILLIAM HURT.

"The church, on the other hand, has not taken its educational task sufficiently seriously. Its leaders have not been provided with resources to teach ethics and religion to the masses of the people; little has been done in the science and art of teaching honesty, truthfulness, industry, personal purity, and other virtues essential to the stability of our social structure. As a result, while general illiteracy has decreased, spiritual illiteracy has increased. We have wealth, power, intelligence, but we have not implanted in our citizenship the power to control wealth and scientific discovery in harmony with those great ideals which guarantee the happiness and welfare of people. Hence, the crime wave; hence, social upheavals; hence, political unrest, economic panics, extreme poverty in the midst of great abundance."

WALTER SCOTT ATHEARN.

"Moral efficiency is, in the last analysis, the fundamental argument for liberal culture. A merely literary education, got out of books and old literature, is a poor thing enough if the teacher sticks at grammatical and syntactical drill; but if it be indeed an introduction into the thoughtful labors of men of all generations, it may be made the prologue to the mind's emancipation: its emancipation from narrowness, from narrowness of sympathy, of perception, of motive, of purpose, and of hope. And the deep foundations of Christian teaching are its most refreshing springs."

WOODROW WILSON, from his
inaugural address as President of
Princeton University, Oct. 25, 1902.

Editorial

IN recent years it has been the BULLETIN's custom to print, in the October issue, an editorial dealing with national rather than with purely local Andover problems of youth and education. This has been done on the assumption that Andover men are interested not only in the isolated unit Phillips Academy, whose opportunities, responsibilities, successes, and failures are important to us, but also in the broad problem of American youth and the national life which Andover exists to serve.

Youth Tell Their Story This editorial is devoted to a brief review of an illuminating analysis of American youth which has recently appeared, sponsored by the American Youth Commission of the American Council on Education. Entitled *Youth Tell Their Story*, this analysis is the graphic presentation of the results of an exhaustive and careful investigation into the lives and opinions of 13,500 young people between the ages of sixteen and twenty-four in the state of Maryland, a state chosen because it presents in miniature the typical major economic and social characteristics of the nation. To make this study, the research staff questioned the youths directly, finding them on farms, in coal mines, in cities, in country clubs, on street corners, in dance halls, relief offices and employment agencies, and asking them to reveal the conditions under which they are living and to speak their minds on the issues and problems of today. The scope of the investigation was as wide as the activities of youth and its range as broad as society. The result is a picture of a cross-section of Maryland youth which

may, within reasonable limits, stand as a picture of American youth.

It is not a pretty picture. For a great number of American youth these are not times of rejoicing. These young people are not in revolt against the society which has found no way to use them; worse, they are bewildered, inarticulate, indifferent, and apathetic. The comment of one of them reflects the spirit of the majority:

"Youth is in a muddle. Out of school too young; they don't know what they want to do or why. The main thing in any young person's mind is getting a job he likes. . . . There must be some answer, but it's way over my head."

The Vicious Circle and Educational Opportunity There are those who view the increasing paralysis of ambition and initiative on the part of old and young alike today as the inevitable result of the paternalism of the New Deal. Yet, though we shrink from the spectacle of a nation of dependents, it is difficult to accept such a simple cause for such a complex situation. There was a time in our national history when circumstances assured every normal youth, willing to make the effort, a place in the sun. What today are the chances of youth rising appreciably above the economic and social status into which he is born? According to the findings of *Youth Tell Their Story*, these chances are negligible. America's ancient and proud tradition of equality of opportunity is rapidly becoming a fiction rather than a reality, for there appears to be a striking concurrence of social and economic forces that tend to freeze social levels into a sort of perennial *status quo*.

The occupation of a boy's father, it is

statistically established, has a tremendous effect upon the boy's social, economic, and educational status throughout life. Of the children of professional or technical fathers only one out of thirteen does not go beyond the eighth grade. But of the children of farm laborers, seven out of eight do not go beyond the eighth grade, and of the children of unskilled labor two out of three do not go beyond grammar school. The young people with little schooling inevitably go into the low wage occupations. Thus kept in the same kind of social and economic vice that has gripped their fathers, they consequently impose the same kind of restrictions upon their children as were imposed upon them. The problem is further complicated by the fact that these young people, forced out of school at an early age, marry early and have many children, about twice as many, in fact, as do the fathers who are engaged in one of the professions. Thus, there is a conspiracy of forces, operating in a vicious circle, to keep certain groups permanently submerged. This circle, of course, is not wholly determined by such external forces. Native intelligence plays a part in it. Once in a while a person happens along who is strong enough to make his own opportunities. But most of us, whatever our backgrounds, can do little more than take advantage of the opportunities that circumstances provide us, and for millions of our young, these are inadequate.

One may coolly face the situation with the thought that, in spite of our "American dream," in no society will equality of opportunity be possible and that, on the whole, those who deserve a chance will make it and that the children of those now on top are the most liberally endowed with intelligence and

therefore are the ones most worth educating. On the other hand, it has not yet been proved to anyone's satisfaction that the gifts necessary for responsible participation in the activities of the modern state are the inevitable accompaniment or consequence of the possession of money. Millions of young people are not being educated a sufficiently long time even to discover their potential qualities, let alone develop them. And even if it could be established that sons and daughters of the well-to-do are the fittest materials for leadership of our national life, no society is safe in the hands of a few able people without intelligent coöperation from the average man and woman. Simply to preserve our democracy, greater educational opportunity for all seems clearly demanded.

Youth and the School

Of the 13,500 young people interviewed, 10,900 were out of school. Of these, four out of ten had not gone beyond the eighth grade. Why did they leave school? Fifty-four percent left for economic reasons. Twenty-four percent left because of lack of interest. The majority felt that education had helped them appreciably in a financial way. To the question whether, in their opinion, education had contributed anything to their enjoyment of life, making it a richer and more pleasant thing, the great majority answered, "Yes, obviously," as though a silly question had been asked. Here are some of the replies to this question:

"Wish I could have went to high school."

"Without the education I have received, life wouldn't be worth living."

"If I hadn't got a little literature in my hide, I'd have been satisfied to read western stories all my life."

**Attitudes
of Youth**

Space is not available here to present data from this report concerning youth's home life, recreation, work, and relationship to the church. Less tangible than this data, but even more interesting and perhaps more significant, are the opinions of the young on issues and problems of our time.

To the question, "Should the government regulate wages and hours?" three out of four gave an unqualified *yes*.

"Is the general wage scale too low?" Two out of three of these youth said *yes*. The great majority interviewed did not like the work they were doing. The median weekly cash wage for full-time white workers was \$15.48; that of the married males was \$17.06. The following table indicates the way in which these young people think wages should be raised.

By government regulation	39.3%
By labor unions	24.3%
By individual effort	10.3%
By a new economic system	4.1%
By employer initiative	3.7%
By a combination of above	18.3%

The response to this question is packed with meaning. Only one out of 25 suggested that the way to greater prosperity for them was to scrap the capitalistic system. They are not communistic. But only one out of ten would fall into the loosely defined classification of "rugged individualist" who believes that the best way to get better wages is to work harder and produce more. About four out of ten show a clear disposition to look to the government for the solution of their economic and social problems. Does this indicate, as many critics of the national scene fear, a general softening of the moral fibre of American youth, or is it rather a realistic awareness of the vicious circle

described above from which, except for the individual of unusual strength, no escape is proving possible?

"Is relief a responsibility of the Federal government?" The answer was again an emphatic *yes*. Nine out of ten said that unemployment relief is too large a problem for individuals, private agencies, or local communities to meet. Ninety-five percent favored work relief rather than direct relief.

"Do youth vote?" Questioning here only the youth of twenty-two or more years of age, the investigators found that only 55% voted when they had a chance. When asked their reasons for voting, those who voted gave such answers as these:

"Because I got five bucks."

"To kill time."

"Because he (President Roosevelt) kept me off the street for two years."

Putting together the responses on the last series of questions, we find, on the one hand, a definite desire for expansion of government control over the economic life of the country, and on the other hand, little desire to help government extend such control and little faith in the ability of our democracy to achieve the ends which these young people desire. Even to those among us who are afraid of revolutionary youth in our country such confusion and apathy cannot be reassuring. It is not from such a mental state that militant support of democratic ideals can come.

"If war were declared, what do you think you would do?" Although six out of ten regard war as a preventable occurrence, only one out of six said he would refuse to go. After twenty years of high-powered peace propaganda and the spectacle of war on screen and in newspaper, eight out of ten stated that

they would fall in line if called. It is interesting that twice as large a proportion of college graduates said that they would refuse to go as the youths who completed only the eighth grade or less. Typical comments on this question:

"They'd shoot you here if you didn't go."

"If I saw a band marching down the street . . . I'd fall in line."

"Any man who doesn't go to war is a coward."

"I want a bonus coming to me when I get older."

"It would be fun fighting and I'd like to see new places."

"It's one way to get a job."

"Youth's own most perplexing personal problem?" Answers to this are summarized in the following table.

Economic security	66.6%
Education and vocational choice	13.1%
Home	9.0%
Personality adjustment	3.2%
Social relations with the opposite sex	2.6%
Others	5.5%

Conclusions

Each reader pondering the results of this investigation of a representative cross-section of the American youth population will find his own implications in it. One man may be particularly impressed by evidences of the passing of the twin key stones of "The American Way," equality of opportunity and individual enterprise unhampered by government control. Another may view modern youth as the recruiting material for the Facists and Communists of America. Another may see in these young people the tragic waste of human resources, essentially good material from which much might be made. But whatever one's response, no one can fail to be made aware by this book of the problem which it presents of some 3,000,000 American youth unable or unwilling to

continue in school, unable to find jobs, a mass of potential labor seriously complicating an already dangerous unemployment problem, a fearful source of crime,—a youth lacking the resources to rise superior to the social and economic forces which cooperate to keep them in a depressed condition, ready to turn to the government to solve their problems but too ignorant and indifferent to work for the preservation of the democracy whose support they are soliciting.

Among the various specific aspects of this large youth problem which, according to the investigation, are brought into sharp relief by this study are the following.

1. One of the paramount problems is the necessity of increasing educational opportunities. The great majority of the children of farm and unskilled labor do not go beyond the grammar school. The present secondary school is still a highly selective institution, open to and adapted to the needs of only a small minority of the population.

2. We must not only extend educational opportunities widely but must improve those we have. General secondary education is in serious need of reorganization in order to bring it in harmony with the real needs and interests of young people today.

3. We must establish such vocational training and guidance as will enable youth to find employment as they emerge from their school experience. *The gap which now exists between school and employment is reaching ominous proportions.*

4. Because of the lack of employment opportunities and reduction in the hours of labor, training for constructive use of leisure time must be one of the major objectives of education.

5. Youth's indifference to the ballot and other civic responsibilities is too

obvious a problem to enlarge upon.

The need for continuing the trend toward a higher education level, the report states, arises from something deeper than any philosophical enthusiasm for education. It is even deeper than the conviction that only the nation's schools can provide the training for citizenship which is essential to a democracy. It goes down to the bedrock of reality,—the fact that there are hundreds of thousands of youth in the United States whom circumstances have forced into the role of dawdling spectators. For the individuals concerned this is a tragic thing, for the nation which allows this waste a dangerous menace. In advocating direct and immediate action, the report concludes:

“Those who are impelled to question the need of building a youth program may recall with profit the fact that many of the social and political structures that lovers of democracy deplore have been reared from the bedrock of a discontented and disillusioned generation of youth. There are said to be many things that a democracy must have, or die. One of these things, we suspect, is a social order enriched with enough generosity and foresight to provide all its youth with opportunities to grow. An efficient democracy is an achievement, not a bequest, and only a people that strives mightily for it will ever attain it.”

The ground work of research into the needs of our young people is being done more exhaustively and more objectively than ever before. Every day we get a clearer picture of what society must do for its youth and why. Likewise, every day it is driven in to educators more forcefully that “time is of the essence.” Unfortunately, the solution of the youth problem, as we have suggested before, lies only in small measure with the educators to whom society has given the task of solving it. Teachers the

country over have once again returned to their desks to fight the battle all over again. Administrators, according to their lights, are working to bring curricula and all educational facilities into greater harmony with the needs of youth. But until there is widespread public awareness of the youth problem and until individual men with intelligence, a capacity for leadership, and a social conscience act constructively, education can do little more than keep the tattered flag flying.

In this picture of the relationship between youth and the nation's schools, there might be implications for Andover. It might give us a perspective by means of which we could measure and evaluate our contribution to our country. It might help us to see more precisely what our aim should be, what our particular opportunities and responsibilities are as one unit in the network of schools trying to serve youth and the national life. It might stimulate us to ask in what ways we can utilize our extraordinary facilities more widely for the public welfare. And particularly it might encourage Andover men everywhere to play an important role in their own communities helping youth find itself. It is a social problem, an economic problem, a political problem, a cultural problem all adding up to an educational problem big enough to excite the imagination of everyone except those involved in it directly. They are too bogged down in it all to find any answers except partial ones to the question of how to find a job so that they can eat.

“Except in the case of some rarely gifted nature there never will be a good man who has not from his childhood been used to play amid things of beauty and make of them a joy and a study.”—*Plato*



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